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ABSTRACT

Project BITE (Business-Industry-Training-Education) was conducted to determine if career decisions of inner-city high school students can be influenced by career training in the areas of career information, career exploration, and job development. The study was also planned to provide information about how schools can achieve maximum benefits from exposure of students to the world of work through cooperation with and assistance of business, industry, and the community. Twenty-nine students were enrolled in BITE classes at two inner-city high schools in the Inglewood (California) Unified School District. Two control group classes of twenty-five students each were also identified. Students in both the BITE classes and the control classes had been identified as having "no vocational choice" prior to the start of the program. The classes consisted of five days of special study devoted to each of the fifteen modules developed around different occupational clusters. Field trips and resource speakers were utilized in addition to classroom activities. Each student was given a pre- and posttest to determine his/her attitudes and feelings toward making a career choice and entering the world of work and to determine the student's knowledge about occupations and decisions relevant to choosing a career. The results indicated that the average BITE student rasied his/her score on both the attitude and competency scales by twenty percentage points during the semester, while the average control student increased his/her score by one-half of one percentage point during the semester. (BM)

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Report on Project BITE

"THE EFFECT OF CAREER AWARENESS AND CAREER EXPLORATION COUNSELING ON THE VOCATIONAL CHOICES OF INNER-CITY HIGH SCHOOL STUDENTS"

Project Number 19 - 30047 - C - 7 - 035

Project approved September 17, 1976....July 1, 1976 - August 31, 1977

Project extended May 20, 1977.....August 31, 1977 - March 31, 1978

Funded by the California State Department of Education to the Division of Vocational Education, University of California Under Provisions of the Vocational Education Act, Part C, P.L. 90-576

March 1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This research project was originally conceived in 1975 by Dr. Melvin L. Barlow, then Professor of Education and Director of the Division of Vocational Education, University of California and now Professor (Emeritus), and Larry Cooper, President of the Management Council for Merit Employment, Training and Research of Los Angeles. The Management Council has a record of involvement with the public schools in projects stressing the contributions that business-industry-community could make to public education.

Representatives of the Management Council met with Dr. Barlow over a period of a year to design and develop plans for a project which would meet the goal of "providing educational planners with a framework of methods and techniques for the utilization of school-community resources to appropriately offer effective programs of career awareness and exploration which would assist high school students in their decision-making about careers". This goal was reflected in the project proposal for a research study to provide information about how schools can, with groups in business, industry and the community, achieve maximum benefits from the exposure of students to the world of work experiences. Information of this type had not been available, and yet was considered by many to be an essential element in organizing appropriate experiences for high school students.

Project BITE (an acronym for Business-Industry-Training-Education), as the project was nicknamed, was initiated and became

operational in Inglewood High School and Morningside High School in the fall of 1977 with the full cooperation of the administrative staff of the Inglewood Unified School District.

The successful operation of this project is credited to the interest and dedicated service of a number of educators in the Inglewood Unified School District:

Walter R. Cruz, Supervisor of Vocational Education

Carolyn Galloway, Writer, Inglewood High School

Jessie Jones, Principal, Morningside High School

Dr. Don MacLean, then Assistant Superintendent, Secondary Education

Martha Morales, Teacher-Counselor, Morningside High School

Kenneth A. Roberts, Writer, Teacher-Counselor, Morningside High School

Louis Thomas, Principal, Inglewood High School

The participation and cooperation of Larry Cooper, President, and the members of the Steering Committee of the Merit Employers Association, an affiliated group of the Management Council, along with the commitment and involvement of the twelve members of the Project Advisory Committee, is recognized and appreciated. Acknowledgement is extended to Dr. David Allen, Associate Director, Division of Vocational Education, for his advice and counsel. Margaret White and Jennifer Hurwicz are commended for their excellent performance in handling secretarial duties. Appreciation is expressed to Dr. Francis L. Goff for his thorough work as the

independent project evaluator.

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J. Lyman Goldsmith, Director
Project BITE

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BACKGROUND OF THE PROBLEM

Although the components of career awareness and career exploration have been widely accepted within the general concept of career education, there is little empirical evidence to support the belief that exposure to these components has a significant effect on the career choices of inner-city high school students.

This research study was designed to meet this need by determining program effectiveness in terms of career decision-making by grade level, sex, and ethnic background of inner-city students.

Presently the educational system through California and the United States is undergoing pressure for reform. Social unrest, disenchantment with the status quo, public "tax revolt" and other factors have convinced educators that a different look needs to be taken at public education. A number of studies, including California's Project RISE, Reform of Intermediate and Secondary Education Commission, have suggested that the public schools are in a sense failing in their basic mission concerning students.

- Too many students are dropping out before finishing school.
- Too many students finish school with no mastery of the basic skills of reading, writing, mathematics and analytical thinking.
- There is still violence and boredom in the schools.
- Schools still demonstrate the inability to provide many minority students with a quality education.
- School systems all too often appear bureaucratic and

unresponsive.

These failures relate to a variety of personal and interpersonal relationships, and problems that involve other factors such as motivation; lack of interest; freedom of choice; unrealistic school requirements related to students; faculty and school administrative problems; parent, school, and community relationships; and the reluctance of schools to provide vocational skills for all students.

In short, the real world and the school world to not match, are out of sinc -- the disparity between the two worlds has become significant.

Coupled with the public interest in educational reform is the interest in career education as promoted by Dr. Sidney Marland when he was Commissioner of Education in the United States Office of Education in the early 1970s. The general public interest in career education has caused many educators to take a closer look at the concept of career education and how it can be implemented in action programs.

There is an increasingly larger group of educators who are convinced that programs of career awareness and career exploration will not solve all of the problems of the contemporary school, but that they will reach into the depths of the school and will provide, for selected students, a new kind of introduction to the real world of work for which the school is supposed to prepare students.

There is a tremendous need for a program of career awareness

and career exploration to serve high school students who have not made a career choice or who have not even investigated the careers they might follow. Too few programs focus, comprehensively, on these students and their need for career information, greater self-esteem, a positive self-image, and a heightened self-worth. As with some other students, the students who are undecided as to choice of career or vocational goal have knowingly or unknowingly accepted failure as a way of life . . . an acceptance which eventually leads to school drop-out, and produces an additional burden on society.

This research study, The Effect of Career Awareness and Career Exploration Counseling on the Vocational Choices of Inner City High School Students, was designed to affect recruitment and guidance programs of career and vocational education in public secondary schools. At the present, many educators seem to accept without challenge the concept that exposure of students to:

. . . information about careers

. . . career exploration through field trips, lectures and conferences

. . . job skill development

are effective methods of causing those students to make career decisions. There is little research evidence to support this concept.

Programs of recruitment, instruction, and guidance for vocational and career education should be based on concepts and activities that have predictable, reliable and measurable effects on

the making of career decisions by high school students. Information about these validated concepts and activities is a vital prerequisite to the implementation of career education programs in California.

This research study was designed to provide valid, reliable information about whether or not more students from a group that had been treated by several different career awareness and career exploration modules would have made career choices by the completion of a special instructional program than students from a matched group that had been in a regular high school program for the same period of time.

In addition, the research study was designed to provide information about how schools can, with individuals and groups in business, industry, and the community, achieve maximum benefits from exposure to the world of work experiences. Information of this kind has not been available and yet it is considered by many to be an essential element in organizing appropriate experiences for high school students.

The project planners, Dr. Melvin L. Barlow, Director of Vocational Education, University of California, and Larry Cooper, President of the Management Council for Merit Employment, Training, and Research, Los Angeles, established a goal for what they hoped the project results would activate in the field of vocational education. This goal was "to provide educational planners with a framework of methods and techniques for the utilization of school-community resources to appropriately offer effective

programs of career awareness and career exploration which would assist high school students in their decision-making about careers.

As the project planning progressed, Howard Jurewitz of Southern California Edison Company, Harry Thomas of the B1 Division of Rockwell International, Merl Felker of McDonald-Douglas, Eldridge Reese of the Management Council, and J. Lyman Goldsmith joined with Barlow and Cooper to serve as a project steering committee. This steering committee remained active until the project advisory committee was organized and the project became operational.

Diane Watson, formerly the Director of the Secondary Schools Allied Health Project and currently a Member of the Board of Education of the Los Angeles Unified School District, served as a consultant to the project and wrote the original project proposal.

In April of 1976 the project proposal was submitted to the California State Department of Education and negotiations were initiated for approval and funding. A number of questions were raised about the design of the proposal. Dr. Lloyd M. McCullough, Manager, Research and Program Development, State Department of Education, and Dr. James H. Crandall, Consultant, Research and Program Development, State Department of Education, met with the Steering Committee and gave valuable advice and counsel on the restructuring and revision of the proposal. The proposal was revised and re-submitted. A letter of approval and funding of the project was received in September, 1976, for the July 1, 1976 to August 31, 1977 period of time.

J. Lyman Goldsmith, retired Administrator of Career Education and Director of Vocational Education of the Los Angeles Unified School District, was assigned as the Project Director with Dr. Melvin Barlow serving as the Principal Investigator. The Steering Committee nominated individuals to serve on the advisory committee and pre-operational plans were activated.

Personal contacts were made with administrators in "Inner-City" school districts of the Los Angeles area. The administrators of a number of the identified school districts indicated that they were not interested in participating in the project because of:

. . . concern about involvement in any federally funded project

. . . problems related to student identification and class scheduling

. . . problems related to teacher identification and assignment

..... sensitivity to internal faculty and administrative problems

Because of the September notification of project approval and funding, a fall semester implementation of the project was impossible. The project staff hoped to make the project operational in the spring semester of the 1976-1977 school year.

Then Superintendent of Schools Ronald A. Boyd of the Inglewood Unified School District expressed an interest in Project BITE and asked that Assistant Superintendent of Secondary Schools Don

MacLean be contacted to work out details of project involvement. Dr. MacLean was very helpful in handling preliminary arrangements and negotiations. He involved Walter Cruz, Supervisor of Vocational Education, Louis Thomas, Principal of Inglewood High School, and Jessie Jones, Principal of Morningside High School in the early talks and discussions about project implementation and the Inglewood Board of Education was informed of project plans.

The project staff began the formation of the project advisory committee using names of persons nominated by the project steering committee. The steering committee members were asked to submit names of responsible individuals they knew who could represent the 15 career clusters identified by the U.S. Office of Education. Telephone and mail contacts over a period of several months resulted in acceptance of committee membership by twelve individuals. The Project BITE Advisory Committee covered the following career clusters through committee membership:

Business and Office Occupations - Howard Jurewitz, Personnel Manager, Southern California Edison Company

Marketing and Distributing Occupations - John E. Kulli, Director, Equal Opportunity, Sears Roebuck and Company, Pacific Coast Division

Communications and Media Occupations - James E. Foy, Director, Editorials, National Broadcasting Company, Television Stations Division

Construction Occupations - Robert H. Ringer, Director of Labor Relations (Mitchell Weiss, Alternate), Associated

General Contractors of California

Manufacturing Occupations - Harry Thomas, Community Relations Manager, Rockwell International, B1 Division

Transportation Occupations - Martin Asdorian, Jr. - Personnel Manager, American Airlines

Agri-Business and Natural Resources Occupations - Lon McClimon, Employment and Safety Manager, Arrowhead Puritas Water

Health Occupations - Frank St. Denis, Director of Personnel Services, Hospital Council of Southern California

Hospitality and Recreation Occupations - Kenneth M. Sieling, Personnel Director, Walt Disney Productions

Environmental Control Occupations - Todd Carter, California Air Resource Board

Public Services Occupations - Laura Odem, Youth Planning, Department of Community Development, County of Los Angeles

Consumer and Homemaking Related Occupations - Grace Hibma, Career Education Consultant, Office of the Los Angeles County Superintendent of Schools

Personal Services Occupations -

Marine Science Occupations -

Fine Arts and Humanities Occupations -

Representatives of three of the career clusters, Personal Services, Marine Science and Fine Arts and Humanities could not be obtained by the time the project became operational. Persons representing these career clusters were identified in the fall of 1977 and

were utilized as resource persons during the instructional phase of the project even though they were not added to the advisory committee membership.

It became apparent by the close of the 1976 calendar year that it was going to be very difficult to make the project operational during the mid-school year break in February 1977. The school administrators involved and the project staff members agreed that a number of factors negated this project time line:

. . . Screening of all ninth grade students in the Inglewood schools could not be scheduled until the spring of 1978.

. . . Changes in students' class schedules to meet minimum school day requirements could not easily be made in mid-year.

. . . Recommended teacher-counselors for the BITE instructional program could not be assigned in mid-year and the project would be dependent upon "substitute" teachers with inadequate teaching experience.

The Steering Committee recommended that the project staff request the State Department of Education for an extension so that the project could be implemented in September of 1977.

In May of 1977, following negotiations and numerous contacts with personnel in the State Department of Education, the project staff requested the State Department of Education for an extension of the project funding to a new time line without additional funding. This extension was requested on the basis of

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inability to meet the original time line. A letter approving this extension was received on June 2, 1977 extending the project from August 31, 1977 to March 31, 1978. This extension made the operational phase of the project possible.

Jeanette Singleton, U.C.L.A. graduate student with an E.P.D.A. fellowship, assisted the project in the spring of 1977 by making a search of literature and research related to the project title. Her search of over 220 documents indicated that there was almost nothing that had direct value for implementation of the project.

During the first six months of 1977 the project staff worked on the organization of the project and the development of project materials by:

. . . structuring the project advisory committee and its responsibilities

. . . obtaining contacts for resource speakers and field trips

. . . developing sample student check sheets and student instructional materials

. . . developing sample teacher materials

. . . accumulating materials to be used by the teacher-writer team during their assignment during August, 1977

The project "closed down" during the month of July. In order to stay within the budget of the allocated funding, no fiscal expenditures were made during this month for the projects. The project director continued to make contacts with the Inglewood Unified School District administrators during this month so that

project continuity could be guaranteed.

During the month of August, Carolyn Galloway of Inglewood High School, and Kenneth Roberts of Morningside High School, as a writing team, developed a one semester plan and instructional materials for the program. These two teachers had been designated by their school district administrators as the BITE teacher-counselors for the projects. The semester plan was organized on the time line of the calendar schedule of the semester. The semester was scheduled by Board of Education action to open on September 12, 1977 and close on January 27, 1978. The plan allowed for registration, start up, introduction, and pre-testing during the first two weeks and one week for wind up and post-testing during the last week. School holidays were taken into account in the plan. The semester plan provided for the use of the treatments of special instructional materials, resource presentations and field trips in 15 instructional modules. These modules were identified to cover the career clusters publicized by the U.S. Office of Education. Eleven of the modules were scheduled for five days each, three for four days and one for three days. The difference in module time was necessary because of school holidays. (See page 19)

The Galloway-Roberts team developed a type of a weekly lesson plan to be used for each of the career cluster instructional modules. The plan was based on the pattern of the teacher-counselor using Monday, Wednesday, and Friday of each week for classroom presentation, discussions, and activities focusing on teacher

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instruction and guidance. Tuesday was scheduled as the day when business-industry-community resource persons would be asked to visit and make class presentations and take part in informal question and answer sessions. Thursday was scheduled for field trips where the students could actually make first hand observations in the "World of Work". The teachers agreed that the scheduling of the weekly lesson plans would of necessity have to be flexible in relation to the semester plan. The semester plan was made up of the time line and the weekly lesson plans. (See p. 28 and p. C-1.)

Recognizing the need for resource material to be used as the basis of teacher presentations, student activities, and class discussions and assignments, the writing team developed instructional teacher back-up materials for each of the career cluster instructional modules. Using resource materials collected and developed by project staff, the team developed the materials to serve as a common base of instructional content to be covered by the teachers of the two experimental classes. They recognized that the individual differences between the two teachers using the same instructional content, and teaching methods and techniques would preclude identical presentations. While many publications and reports were used in the development of the project instructional content, the Careers in Focus Series publications of Gregg Division, McGraw-Hill Book Company, were particularly helpful.

The project staff contacted Dr. Clarence Fielstra, Director

of Evaluation and Professor, Graduate School of Education, University of California at Los Angeles, and asked him to serve as the Third Party Independent Evaluator of the project. Dr. Fielstra had served in this capacity for a number of vocational projects and was well qualified as an evaluator. Dr. Fielstra indicated his willingness to serve in this capacity.

By the first of September, 1977, the project staff felt satisfied that the project was ready to be implemented. The Advisory Committee was organized, the instructional content and the semester plan for the project was developed, the teachers had been assigned, facilities had been provided, and school district administrators had lists of students that could be enrolled in the experimental classes.

STATEMENT OF THE PROBLEM

The project was based on the hypothesis that there would be no significant difference of career awareness and career exploration and decision making of vocational career between the control groups and the experimental groups of tenth grade inner-city high school students.

This hypothesis would be accepted with a .05 confidence level.

PROGRAM DESCRIPTION

The description of the project background has been reported (in another section of this report) up to the time the project was implemented in the two Inglewood schools, Inglewood High School and Morningside High School.

Carolyn Galloway (Inglewood High School) and Kenneth Roberts (Morningside High School) had been assigned to the two project BITE (Business-Industry-Training-Education) classes as Teacher-Counselors. Mrs. Galloway received a promotional assignment with the opening of the new school year, and Martha Morales, an experienced teacher, was assigned in her place. Mrs. Morales had not participated in the preliminary project development and arrangements but she more than made up for this lack of experience by her enthusiasm for the project.

Schools in the Inglewood Unified School District opened on September 12, 1977. The first week was used for enrollment and class scheduling. Mrs. Morales and Mr. Roberts enrolled tenth grade students in their classes using student lists which named those students who had been identified as indicating "no vocational choice" on the Ventura County Career Inventory given in the Spring Semester, 1977. These same lists of "no vocational choice" students were used to identify students for the two control classes. Counseling and guidance personnel in the two schools assisted in the recommendations for enrollment by identifying students who also had indicated little motivation to remain in school.

Parent or guardian permission for student enrollment in the special BITE instructional program was obtained through a response to an invitational letter sent out by Deputy Superintendent of Schools Emmell Beech on school district letterhead. A planned conference with the parents/guardians of BITE students to explain the instructional program had to be cancelled.

The enrollment in the two BITE Classes and the two Control Classes was originally proposed as 25 students for each class. This maximum enrollment could not be reached for a number of reasons: competition with other classes and programs, concern over meeting high school graduation requirements, difficulty in identifying students already pre-programmed in other classes, and resistance or disapproval of parents or guardians to the "experimental nature" of the BITE program. Sixteen students were enrolled in the Inglewood High School experimental class; and 13 students were enrolled in the Morningside High School experimental class.

During the second week of the semester, September 19 - 23, 1977, the two sections (Attitude and Competence) of the McGraw-Hill Career Maturity Inventory were administered to the Experimental and Control Classes of the two schools. During this same period of time a general overall introduction of the instructional program was given to the BITE students.

While some flexibility had to be observed in adjusting scheduled field trips, the original semester plan developed by the Writer Team and the Project Staff was followed (See Schedule-Calendar for Project BITE, page 19). Each instructional module,

4-5 school days in length depending upon school holidays, followed this pattern:

Monday, or first day	Teacher presentation and class discussion, individual and group counseling
Tuesday, or second day . . .	Presentation by Resource Person and class discussion
Wednesday, or third day . .	Teacher presentation and class discussion, individual and group counseling
Thursday, or fourth day . .	Field trip
Friday, or fifth day	Teacher presentation, class discussion, student quiz, individual and group counseling

The fifteen instructional modules were presented in the order outlined in the semester plan. Only a few exceptions were necessary when conflict of dates required flexibility. The weekly pattern of teaching-counseling, resource person presentation, and field trip was followed.

The two BITE classes were combined on Tuesdays so that resource persons would not be inconvenienced by having to make two separate presentations. This also assured that each class received the same presentations and participated in the same question and answer sessions. Combined class sessions met on both high school sites; although most of these sessions were held at Morningside High School because of the Career Center facilities in that school.

BITE classes were also combined for the Thursday field trips. This combination of classes increased teacher supervision and insured a common situation in terms of what the students observed and experienced. The combination of the two classes also provided a more economical use of small charter and school district buses. This was an important factor, as the project had contracted to pay for the student transportation involved in project operation.

Program Description text continued on page 20.

See Schedule-Calendar for Project BITE
following this page.

SCHEDULE - CALENDAR FOR PROJECT BITE

Sept. 12-16	5 days . . .	Registration and Start-Up
Sept. 19-23	5 days . . .	Introduction to Program and Pre-Test
Sept. 26-30	5 days . . .	1st Module Business and Office
Oct. 3-7	5 days . . .	2nd Module Marketing and Distribution
Oct. 10-14	5 days . . .	3rd Module Fine Arts and Humanities
Oct. 17-21	5 days . . .	4th Module Communication and Media
Oct. 24-28	5 days . . .	5th Module Construction
Oct. 31-Nov. 4	5 days . . .	6th Module Health
Nov. 7-10	4 days . . .	7th Module* Hospitality and Recreation
Nov. 14-18	5 days . . .	8th Module Environmental Control
Nov. 21-23	3 days . . .	9th Module* Personal Services
Nov. 28-Dec. 2	5 days . . .	10th Module Manufacturing
Dec. 5-9	5 days . . .	11th Module Consumer and Homemaking Related
Dec. 12-16	5 days . . .	12th Module Agri-Business and Natural Resources
Jan. 3-6	4 days . . .	13th Module* Marine Science
Jan. 9-13	5 days . . .	14th Module Public Services
Jan. 17-20	4 days . . .	15th Module* Transportation
Jan. 23-27	5 days . . .	Post-Test and Wind-Up

*Vacations: 11/11/77-Veterans' Day, 11/24-25/77-Thanksgiving, 12/19/77-1/2/78-Christmas & New Year, 1/16/78-Martin Luther King Birthday

The Project Advisory Committee Members and the Management Council Steering Committee Members were very helpful in providing leads in terms of resource persons and field trips that could be utilized in the project instructional program. While the project staff assisted in "behind the scenes" arrangements, Mrs. Morales and Mr. Roberts, at their request, made the direct arrangements for the field trips and appearances of the resource presentors. They personally thanked those contributing to the program and sent follow-up correspondence (see pp C-9, 10). This personal touch of the teacher-counselors established a base from which they could operate with future programs.

The instructional program utilization of field trips and presentations by resource persons can be best illustrated by listing their involvement in the BITE Schedule-Calendar.

Introductory Module . . . Sept. 19-23, 1977

1st Module . . . Business and Office . . . Sept. 26-30, 1977

Resource Person(s): Curtis Tucker, State Assemblyman from Inglewood

Field Trip(s): Inglewood City Hall - City Clerk's Office, Finance Department, Printing, Drafting, Billing, Water & Power, Administrative Offices, Personnel. Host: Lorenzo Moto, Personnel Department

2nd Module . . . Marketing and Distribution . . . Oct. 3-7, 1977

Resource Person(s): John Kulli, Director, Equal Opportunity, Pacific Coast, Sears, Roebuck & Company

Field Trip(s): Sears, Roebuck & Company, Inglewood, Calif. Host: Mr. Koeller

3rd Module . . . Fine Arts and Humanities . . . Oct. 10-14, 1977

Resource Person(s): Leroy Southern and Gertrude Rivers Robinson

Field Trip(s): Loyola University Fine Arts, Music, and Communication Arts Departments. Hosts: Mr. Southern and Mrs. Robinson

4th Module . . . Communications and Media . . . Oct. 17-21, 1977

Resource Person(s): Peter Sardelich, Production and Operations, KNBC TV

Field Trip(s): (1) Worldway Postal Center, Los Angeles. Host: Mrs. Jean Brown (2) KNBC-TV, Burbank. Host: Mary Maggie

5th Module . . . Construction . . . Oct. 24-28, 1977

Resource Person(s): Wallis E. Pereira, Construction Education Program of California

Field Trip(s): Film at Inglewood High School: "Construction" - from the Construction Education Program. Shown by Mr. Pereira

6th Module . . . Health . . . Oct. 31-Nov. 4, 1977

Resource Person(s): Ken Platt, St. John's Hospital

Field Trip(s): Hospital trip postponed to later date (Kaiser Hospital on strike). Trip made to J.P. Getty Museum (carry-over from Fine Arts). Host: Miss Ashin

7th Module . . . Hospitality and Recreation . . . Nov. 7-10, 1977

Resource Person(s): Tim Thomas, Public Relations, Hollywood Park; Thor Degalman and Ed Litrenta, Walt Disney Productions

Field Trip(s): Hollywood Park Facility, Inglewood, Calif.; film of Hollywood Park and film of Walt Disney Productions. Host: Tim Thomas

8th Module . . . Environmental Control . . . Nov. 14-18, 1977

Resource Person(s): Information officer, Nuclear Plant

Field Trip(s): Nuclear Energy Plant, San Clemente, Calif. Host: Mr. Price

9th Module . . . Personal Services . . . Nov. 21-23, 1977

Resource Person(s): Maxine Waters, State Assemblywoman; Lee Smith, District Bus Transportation; Al Perille, District Maintenance

Field Trip(s): Speaker in class each day, for for short periods

10th Module . . . Manufacturing . . . Nov. 28-Dec. 2, 1977

Resource Person(s): James Cottrell

Field Trip(s): Proline Hair Products, Carson, Calif. Host: Mr. Cottrell

11th Module . . . Consumer and Homemaking Related . . . Dec. 5-9, 1977

Resource Person(s): Dr. Ballard, Bank of Finance; Mrs. Beasley, Golden State Mutual; Mr. Singer,

UCLA Volunteer Office, UCLA Medical Center; Richard Spencer, Harbor General Hospital, Torrance, Calif.

Field Trip(s): (1) UCLA Medical Center, Los Angeles. Host: Mrs. Singer (2) Golden State Mutual Insurance, Bank of Finance, Los Angeles. Hosts: Mrs. Beasley and Dr. Ballard (3) Harbor General Hospital, Torrance, Calif. Host: Mr. Spencer

12th Module . . . Agri-Business and Natural Resources . . . Dec. 12-16, 1977

Resource Person(s): Mr. Climon, Arrowhead-Puritas; Mrs. Jeanette Booker, Aerospace

Field Trip(s): Aerospace, Inglewood, Calif. Hosts: Mrs. Booker et al.

13th Module . . . Marine Science . . . Jan. 3-6, 1978

Resource Person(s): Mr. McClain; Mr. Lorenzo Jones, Apprenticeship Program

Field Trip(s): Kaiser Steel Plant (carry-over from Manufacturing). Host: Mr. Ray Robinson. (All Marine Science tours could not be scheduled.)

14th Module . . . Public Services . . . Jan. 9-13, 1978

Resource Person(s): Rita Mitchell, L.A. City Hall; Wendy Green, California Edison; Frank Negreto and Veronica Lally, Veteran's Administration

Field Trip(s): Los Angeles City Hall. Host: Rita Mitchell

15th Module . . . Transportation . . . Jan. 23-27, 1978

Resource Person(s): James F. Bogardus, Jr., Manager, Personnel Services, American Airlines; Mr. Morrisey and Mr. Houlihan, American Airlines

Field Trip(s): American Airlines, Los Angeles, Calif. Host: James Bogardus

The completion of each instructional module was reported by the teacher-counselors on the BITE Log (see p. C-2) to summarize the instructional program for the week including the field trip taken and the presentation by the resource person. Two representative BITE Logs are included in this report: the Introductory Module (see pages C-3 through C-11) and the Business and Office Module (see pages C-12 through C-32).

The contract for the Third Party Independent Evaluator for Project BITE was changed from Dr. Clarence Fielstra, who was originally contacted to serve in this capacity, to Dr. Francis (Frank) L. Goff. Dr. Fielstra found that it was impossible for him to fulfill his original commitment because of his university assignment and an increase in responsibility for doctoral candidates. Dr. Goff, Staff Engineer, Configuration Management Office, Product Assurance, Thompson-Ramo-Woolridge, accepted the role of evaluator. Dr. Goff, while involved in the business-industry-community, had an excellent background of experience in vocational education as a

practitioner, writer and researcher. He was briefed on project background, planning and activities and began accumulating information about the project that could be used in evaluation. Dr. Goff contributed numerous suggestions which were utilized in project operations in order to provide factual information. Project staff and the project teacher-counselors 'opened the records and the operations' to Dr. Goff, and he made an entirely independent review.

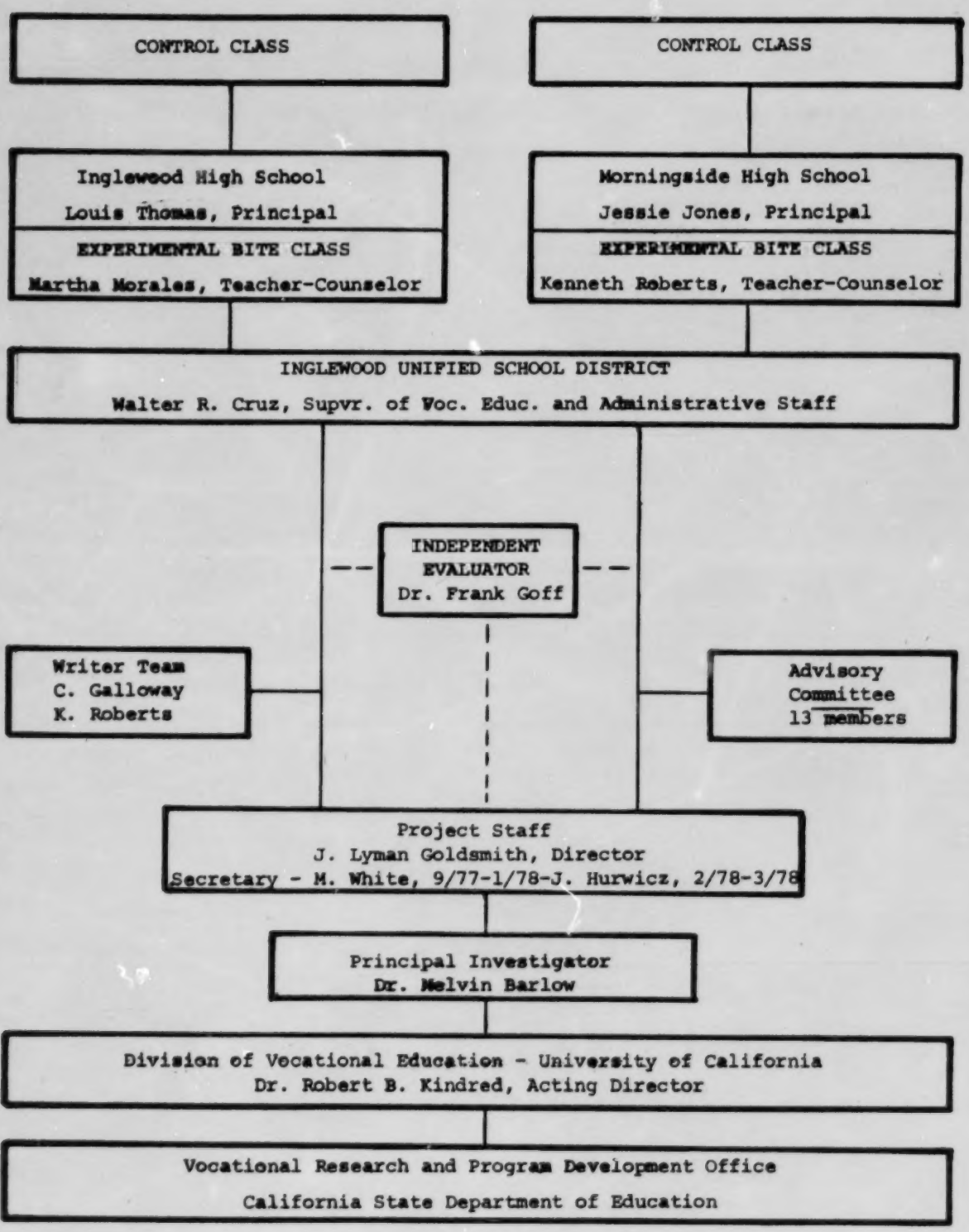
All of the McGraw-Hill Career Maturity Inventory Pre-Test and Post-Test materials (student answer sheets) were turned over to Dr. Goff along with other materials such as response sheets from students, teacher-counselors, and others. His report is included in Appendix A, pages A-i through A-17.

A final meeting of the Project BITE Advisory Committee was held in the month of March. At this meeting a report was made on the final months of the project operations, the project goals and accomplishments, and the evaluation of the project. The committee members discussed the report and made suggestions incorporating their recommendations. The meeting was attended by the project staff, the teacher-counselors, a school district administrator, the independent evaluator and the advisory committee members.

The final report of the project was written and duplicated by the project staff during February and March, and the project was terminated, according to the project approval, on March 31, 1978.

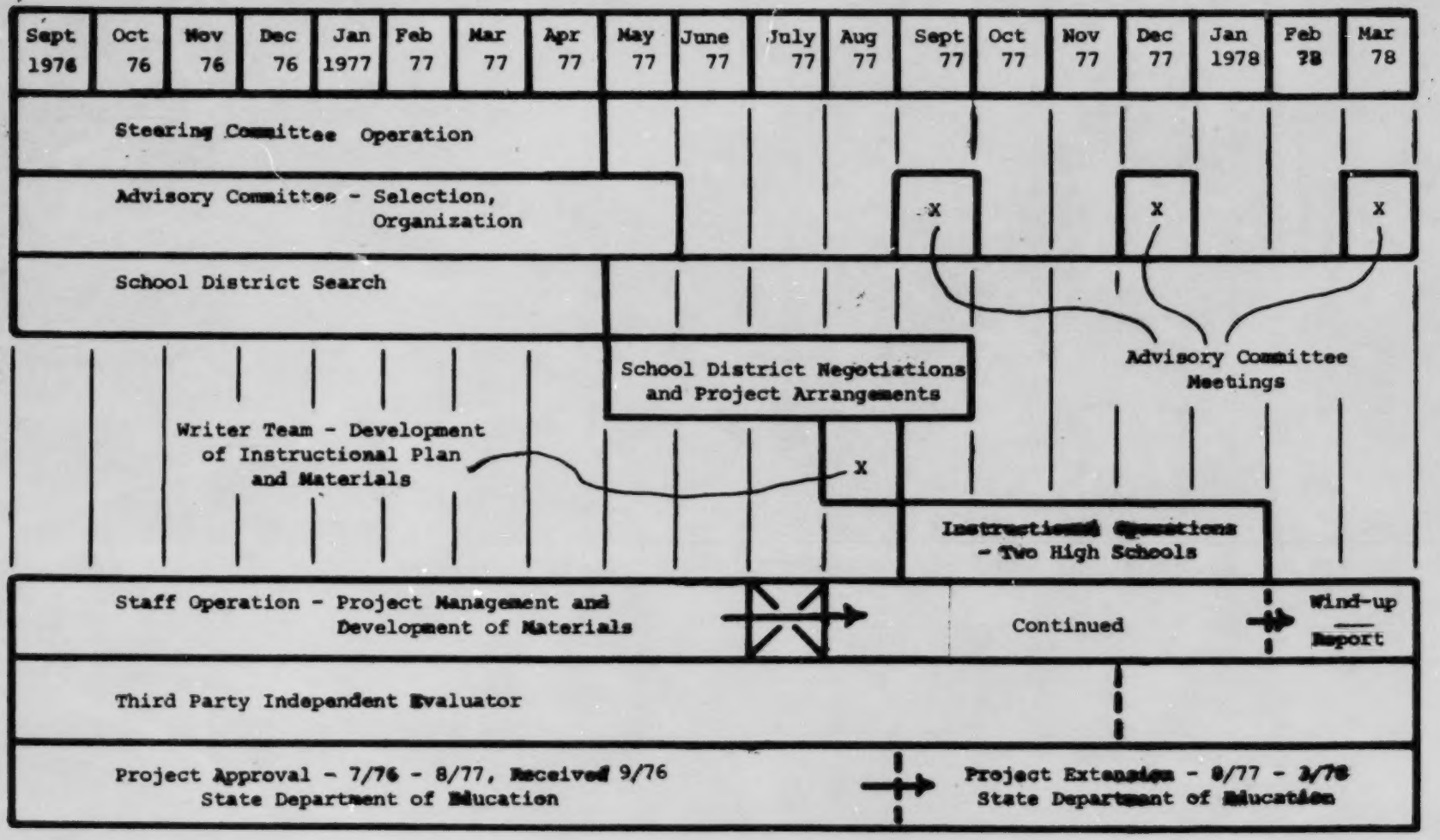
The administrative staff of the Inglewood Unified School District, impressed with the project operation and success,

continued the two classes for the Spring Semester, 1978, even though the District received no further reimbursement for the salaries of the teacher-counselors or the transportation of students. This continuation of the experimental BITE instructional program is testimony to the acceptance and success of the program.



PROJECT BITE ORGANIZATIONAL CHART

"The Effect of Career Awareness and Career Exploration Counseling on the Vocational Choices of Inner-City High School Students."



PROJECT TIME LINE

RESEARCH DESIGN

This study was designed to provide valid information about whether or not more students from a group that had been treated with special career awareness and career exploration instructional modules would have made career choices by the completion of the program, than students from a matched group that had been in a regular high school program without the special modules for the same period of time.

The design involved two experimental classes of tenth grade students who had little motivation to remain in school and had no commitment to a vocational choice. The special treatment was to involve career awareness and career exploration instruction, individual and group counseling, audio-visual materials, special resource speakers, business-industry-community visitation, and other activities. The design also involved two control classes made up of similar students who were in a regular high school program and who were not exposed to such special instruction.

The study, in addition, was designed to provide information about how educators can, with individuals and groups in business, industry, and the community, achieve maximum benefits from the exposure of high school students to the world of work.

PROCEDURE

1. Ideas for project proposal framed by Dr. Melvin Barlow, Larry Cooper, President of the Management Council for Merit Employment, Training, and Research and members of the Management Council.
2. Project proposal written by Diane Watson, Member of Los Angeles City Board of Education serving as a Consultant.
3. Project proposal reviewed by and suggestions made by Dr. Lloyd McCullough and Dr. James Crandall of the State Department of Education.
4. Project rewritten and submitted to State Department of Education.
5. Project approval and funding received from State Department of Education. J. Lyman Goldsmith appointed Project Director. Staff work begun.
6. Search for school district to participate in project initiated.
7. Steering Committee for project, made up of Management Council representatives, appointed.
8. Formation of Project Advisory Committee initiated.
9. School district informally contracted and approved.
10. Project extension requested of State Department of Education.
11. Project extension approved by State Department of Education.
12. Ninth grade students enrolled in Inglewood Unified School District given the Ventura County Career Inventory.
13. Inglewood Unified School District approves participation in project.

14. Project writers, Carolyn Galloway and Kenneth Roberts, working with project staff develop one semester instructional plan and instructional materials.
15. Arrangements with Inglewood Unified School District for use of facilities, scheduling of student classes, pupil transportation,,salary reimbursement for project teachers and other project requirements made.
16. School semester begins, enrollment in project classes is begun and Kenneth Roberts and Martha Morales are assigned as teacher-counselors for the two project classes.
17. First Project Advisory Committee meeting held.
18. Students are identified in the two control classes.
19. Students identified in the two project classes and parent-guardian permission obtained.
20. Students in both control and project classes pre-tested with both Competence and Attitude sections of the Gregg Division, McGraw-Hill Career Maturity Inventory.
21. Results of pre-tests tabulated by project staff.
22. Students enrolled in the project classes work with assigned teacher-counselors during three hour afternoon classes following minimum day high school program.
23. Second Project Advisory Committee meeting held.
24. Third party independent evaluator contracted.
25. Teacher-counselors confer weekly (and periodically with project staff) to compare instructional progress and plan necessary instructional evaluation and change.

31

26. Students in both control and project classes post-tested with same sections of Gregg Division, McGraw-Hill Career Maturity Inventory as in pre-test.

27. Response sheets given to all students of project classes.

28. Results of post-tests tabulated by project staff. All Career Maturity Inventory pre-test and post-test materials turned over to independent evaluator for study and report.

29. Project response sheets sent to the two teacher-counselors, their school administrators and selected representatives of the Inglewood Unified School District administrative staff.

30. Response sheets sent to all parents/guardians of project students.

31. Response sheets collected and given to independent evaluator.

32. Rough draft of project report written.

33. Report of third party independent evaluator received.

34. Third and final Project Advisory Committee meeting held. Project Evaluation, Findings, and Recommendations discussed and reactions of Advisory Committee members noted.

35. Rough draft of project report revised and 50 copies of the Final Report of Project, including report of third party independent evaluator, submitted to State Department of Education.

36. Copies of the Final Report of the project sent to teacher-counselors, Inglewood Unified School District personnel, Advisory Committee members, members of the Management Council for Merit Employment, Training, and Research, and the Industry-Education Councils of California.

FINDINGS

BITE students rated the field trips as the activity they liked best, followed in order by talks by resource persons, class discussions and 'rap sessions', presentations by the teacher-counselor, and class and home assignments.

The average BITE student raised his score on the Career Maturity Inventory by 20 percentage points by the end of the special treatment of the one semester instructional program, considering the combined attitude and competence scores of the inventory.

The average control student raised his score on the Career Maturity Inventory by one-half of one percentage point by the end of the regular high school program, considering the combined attitude and competence scores of the inventory.

Educators can enrich and make more meaningful instructional programs focusing on career awareness and career exploration by utilizing the resources of the business-industry community.

All of the parent/guardian responses returned, while limited in number, were positive as to the value of the BITE program and the effect of the program on their boys or girls.

CONCLUSIONS

Concluding that the project met the objective - "To determine whether or not more inner-city high school students who participate in a business-industry-education counseling and exploration program will make career decisions than a similar group of inner-city students who participate in a regular school program" - may be presumptive if a definitive career decision is used as the criterion. BITE students indicated that they had narrowed their areas of career interests. The BITE instructional program expanded the career horizons of the students, and increased their vision from only a limited number of possible careers to a broader expanse of career opportunities in the fifteen occupational areas presented. The majority of the BITE students knew little or nothing about some of the occupational fields presented, had not talked with people employed in these occupations and had not visited occupational sites. The expansion of potential career possibilities increased career decisions for the students while at the same time, because of their personal interest and motivation, it decreased the uncertainty related to career decisions in some occupational areas.

The BITE students, on the basis of pre-test and post-test results, benefitted from the special instructional program and undoubtedly are in a better position to make decisions about career choice.

The BITE students either gained a career plan or gained knowledge helpful in developing a career plan through the opportunity

to see how and where people work, the work environment, how workers dress and relate to each other, and learn about how to fill out a job application, and the education and training required for different jobs.

The study could be improved by providing a follow-up of BITE students to determine whether the experimental program affected their choice of school program and their decision as to career choice during their next two years in high school.

From the data accumulated during this one semester instructional program, it would appear that many other students, not necessarily only those without career decisions, could profit by this type of career awareness and career exploration program.

The afternoon scheduling of talks by resource persons and field trips to business-industrial sites proved to be good timing, in relation to both the school day and the business day.

Business-industry-community leaders cooperated to the 'extra degree' in providing excellent resource speakers and meaningful field trips.

The semester plan for the project provided a minimum instructional coverage of all of the fifteen career clusters identified by the U. S. Office of Education.

RECOMMENDATIONS

On the basis of having initiated, processed, organized, implemented and evaluated this experimental career awareness and career exploration project, the project staff with the advice and counsel of the project advisory committee recommends that:

. . . . A follow-up study of the 10th grade students in this one semester experimental career awareness and career exploration program be conducted to determine the long-range impact of the program as it affected student scheduling of high school classes and programs and student decisions related to career goals.

. . . . Similar studies of 10th grade students be conducted to determine the impact of this type of career awareness and career exploration program on a cross section of student population who are not limited by such enrollment criteria as 'no vocational choice' and 'little motivation to remain in school'.

. . . . A three-year study of a career awareness and career exploration program progressively involving 10th grade, 11th grade, and 12th grade high school students be conducted with component elements of exploratory work experience and business-industry 'internships' and a built-in follow-through and follow-up on the students involved.

. . . . Information about the 'know how and can do' of the organization, implementation and evaluation of this project be presented to groups of business-industry leaders and educators (teachers and administrators) through presentations at appropriate meetings and

conferences.

. . . . The operational details and the instructional materials of this project be examined and revised so that the experience of project implementation can be used to improve the instructional package of the project for replication in other school districts.

. . . . Instructional packages of audio-visual materials for student and teacher use be developed to cover the fifteen career clusters identified by the U. S. Office of Education. These packages would have particular value to career awareness and career exploration programs located in communities where all career clusters are not represented in business and industry locally.

. . . . School districts replicating this type of a career awareness and career exploration program should actively involve business-industry-community leaders as co-sponsors and participators in the planning and operation of their programs.

. . . . Business-industry-community leaders should contact their local school district administrators to initiate programs of career awareness and career exploration and volunteer their active support and participation in the programs.

BIBLIOGRAPHY

Basic guidelines for the project were taken from the research conducted by the Division of Vocational Education, 1970-73, in the Allied Health Program for Secondary Schools. This research required involvement with medical facilities only, however, some of the research methodology is appropriate for work with business and industry in general.

A compendium of abstracted methods in career guidance, which lists 643 recent research studies, contains a wealth of information about research related to the proposal. Some of the relevant items are listed below:

Akamine, T. & Heiner, H.G. Development of an experimental forced-choice occupational preference inventory. Report number 23. Final report. Olympia: Washington State Coordinating Council for Occupational Education; Pullman: Washington State University, 1968. (Ed 022 959)

The purpose of this study was to develop an inventory which would (1) help pupils analyze their occupational interests, and (2) inform teachers, counselors, and curriculum planners about pupils' attitudes toward relatively specific elements of work such as acts, tools, materials, environments and human relationships generally associated with work in building trades, office, automobile service, health aid, and retail occupations. A prototype inventory developed by Heiner, Garlington and Whipple was revised and tested with 92 Caucasian and 81 Negro ninth grade pupils in

two Tacoma, Washington, junior high schools. Results indicate that the instrument does set the stage for guidance. Further research could focus on (1) refinement of items on the present inventory, (2) addition of other occupational categories, and (3) empirical studies to ascertain the validity, reliability, and distribution of responses.

Altman, J. W. What kinds of occupational information do students need? 1966 (Ed 018 580)

Results of studies suggest that students not only need occupational information, they need more and better information to support their objectives of career choice, career planning and development, and development and application of vocational capabilities. A proposed comprehensive structure for needed occupational information is based on a continuum which reaches backward in time from a skilled worker on the job toward the cradle. It encompasses the stages of (1) journeyman capability which needs knowledge about the tasks and contexts which define the job as well as practice in realistic applications, (2) neophyte capability which needs practice on selected tasks or partial task sequences with extrapolation and generalization to the fuller job context, (3) general vocational cabability which includes general preparation for later specific vocational training, and a continual feedback of reality-testing information about tentative career choices and plans, (4) career planning capability which requires some kind of structure or map pointing out varieties of jobs, student self-information, and student application of information,

and (5) vocational awareness which needs an identification of the components and institutions of working society and the economic, political, and philosophical lines which govern them, a clarification of how work-roles grow out of these institutional roles, and a meaningful concept of the working world as an evolutionary rather than a static system. A bibliography is included. This speech was to be delivered at the Occupational Information and Vocational Guidance Conference (Pittsburgh, March 11-13, 1966).

Barbula, P.M. & Isaac, S.W. Career simulation for adolescent pupils. Final report. San Diego, Ca.: San Diego County Department of Education, 1967 (Ed 016 268)

The purpose of this study was to assess student acquisition of knowledge about vocations after participation in a career simulation game and to determine attitudinal change toward vocational concepts. Data was collected through a pre-test and a post-test. A sample of sixth and eighth grade students was drawn for the treatment and the control groups. The treatment groups participated in the career simulation game while the control groups received the usual curriculum program. No statistically significant differences were found between the groups on a 10-item questionnaire on vocational insightfulness. A general trend to increase hours of study on the post-tests was evident for the treatment groups although no statistically significant patterns were found. The negative results may be due to insensitive instrumentation. The investigators believe that further developmental work is indicated to explore simulation as a method of

teaching career development principles to adolescents.

Borow, H. Occupational information in guidance practice viewed in the perspective of vocational development theory and research. 1966. (ED 014 736)

Systematic examination of the counselee as a purposive, goal-seeking, learning organism is advocated. When occupational information is given to a counselee, it is filtered through psychological sets, attitudes, preconceptions, and defenses. Vocational guidance must selectively borrow from related behavioral sciences. Since 1950, a reconceptualization of guidance has taken place. Children acquire value systems which influence their choice of occupations. Junior high students have limited and questionable information about occupations and are not ready for counseling about specific vocational choices. Work has little meaning for disadvantaged youth. American youth is estranged from occupational life, and develops biases against work fields. Improved occupational information usage may include-- (1) elementary counseling, (2) orientation to work in elementary school, and (3) experimental work on the effect of attitudes and emotional states on perception. (This document was presented at the Conference on Occupational Information and Vocational Guidance, Pittsburgh, Pennsylvania, March 11-13, 1966).

Bureau of Employment Security. Guide to local occupational information. Washington, D.C.: BES, Department of Labor, 1966. (MP 000 217)

Under the United States Employment Service's job opportunities information program, state Employment Service agencies have surveyed and reported on job opportunities and other manpower information for their areas. This directory lists two principal types of studies developed as a part of this program--occupational guides and area skill surveys.

Fielstra, C. Work experience education program in Santa Barbara County high school districts. Report of an evaluative study. Santa Barbara, Ca.: Work Experience Education Program, 1961 (ED 001 667)

The program has operated since 1953 in five communities. High school personnel have developed a work-study program in an attempt to help students (1) make better occupational choices, (2) gain the necessary preparation for their chosen work, (3) find placement on the job and (4) adjust to and grow on the job.

Three forms of work education are offered. Exploratory work experience education is intended to help the student discover his aptitudes and interests through a variety of work situations. General work experience offers financial remunerations and school credit and is related to a student's proposed career. Vocational work experience education is a program of paid work directly related to the occupation the student expects to enter.

It is recommended that the schools, the employment service, and the employers work closely together and that each school district employ a coordinator to help with the effort.

Parents', students', employers', faculties' and principals'

program evaluations reveal that the program is judged to be successful and of much value. The work experience education program was found not to interfere with regular school work, and participants compared favorably with non-participants.

Recommendations given are applicable to any work-study program and include the formation of advisory committees and the careful supervision and assignment of students. A selective bibliography is appended.

Silberman, H.E. Job satisfaction among students in work education programs. Journal of Vocational Behavior, 1974-75, pp. 261-268.

Group atmosphere, adult role models, meaningful work and feedback made work experience more satisfying for 1000 students than for 656 students on their own part-time jobs.

Spott, R., et al. Experimental-based career education final evaluation report FY 1974. EPIC document (ED 117 298)

Students dissatisfied with regular schools improved attendance and satisfaction at the Far West school set up under EBCE. More research and development is under way. The original number was about 80 and shrunk to about 50.

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Dr. Charles S. Winn, Consulting Editor

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Walsh, Lawrence A. Exploring Transportation Occupations. 1976, 160 pages, (71023-6)

Healy, Charles C., Discovering You. 1976, 128 pages, (71051-1)

Winn, Charles S., Program Guide, 160 pages, (71067-8)

APPENDIX A

REPORT OF THIRD PARTY INDEPENDENT EVALUATOR
AND REPRESENTATIVE EVALUATIVE MATERIALS

PROJECT BITE

(Business - Industry - Training - Education)

The Effect of Career Awareness and Career Exploration Counseling on the Vocational Choices of Inner-City High School Students

An Independent Evaluation

by

Francis L. Goff, Ed.D.

TRW Defense and Space Systems Group
Redondo Beach, California

University of California
Los Angeles
Division of Vocational Education

March 1978

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INTRODUCTION

The Project Bite Study was conceived, planned and conducted in an attempt to determine if the commonly held opinion that career decisions of high school students can be influenced by career training in the areas of career information, career exploration and job skill development. The study was designed to provide valid, reliable information as to whether or not more students from a group that has received especially prepared career awareness and career exploration training will have made career choices by the completion of the program than have students from a matched control group that has been in a regular high school program for the same period of time.

In addition, the study was planned to provide information about how the schools can achieve maximum benefits from exposure of students to the world of work through cooperation with and the assistance of business, industry and the community.

The ultimate goal of the study was to provide educational planners with a program of methods and techniques for utilization of school-community resources to provide effective programs which will assist secondary students in more effective decision-making relative to their careers.

PROJECT PARTICIPANTS

The contribution and support of several participating groups must be acknowledged in evaluating the effectiveness of this Project. Without the vision and dedication of the Project's Principal Investigator and the Project Manager, the program would not have been conceived, planned, developed and conducted. The Advisory Committee made its valuable contribution by bringing to the program the expertise and counsel of its many members representing a wide variety of occupational fields. The support of administrators of the Inglewood Unified School District who accepted the challenge of the program and saw it through to a successful conclusion made the conduct of the program possible. The teacher-counselors who worked

directly with the Bite students made their special contribution through their time and talents to provide dynamic information, insights and in-plant visits for firsthand knowledge of career exposure to the students. Finally, the Bite students who willingly participated in the program, entered uncertain of their career paths, were tested, instructed, counselled, conducted on in-plant tours and at the conclusion were tested again to measure their progress, made the entire program possible. Without them the program could not have been conducted.

It is evident from an indepth study of all of the Project Bite material -- plans, instructional material, tests, progress reports, questionnaires and post-test results, that all of the participants have done a very creditable job in conceiving, planning, outlining, conducting and contributing to this important Project.

Any evaluation of this Project must give credit to all of the various participants for a difficult assignment well done.

PROJECT ACTIVITIES

Activities in which the Bite students participated were developed through the combined efforts of the twelve-member advisory committee, the Project's Principal Investigator, the Project Manager, the teacher-counselors and the resource personnel. These activities included exploration and awareness in all fifteen of the occupational clusters identified by the United States Office of Education. These are:

1. Business and Office - Activities involving management, record-keeping, information processing and flow and secretarial services.
2. Marketing and Distribution - Activities involving buying, selling, advertising, packaging, distributing, financing and ensuring goods and services.
3. Fine Arts and Humanities - Activities involving the discovery of new ideas and applications of knowledge in writing, mathematics, languages, social sciences, performing arts, physical and life sciences and visual arts.
4. Communication and Graphic Arts - Activities involving operation and maintenance of communication media, such as television, radio, films, newspapers, magazines and printing.

5. Construction - Activities involving the many practices and materials used in constructing and maintaining public buildings, industrial and business buildings and private homes and apartments.

6. Health - Activities in which medical knowledge, drugs and medical equipment are used to care for sick and injured people, including such important services as record-keeping, management, food and maintenance.

7. Hospitality and Recreation - Activities involving serving people in such areas as travel, entertainment, housing and recreation for spare or leisure time.

8. Environmental Control - Activities involving the protection and saving of air, water, land, natural resources and all living things.

9. Personal Services - Activities involving service to people such as hair and cosmetic care, laundry and dry cleaning and home and building maintenance.

10. Manufacturing - Activities involving designing and creating machines, equipment, products, tangible goods and producing and maintaining such products.

11. Consumer and Homemaking related - Activities involving buying, preparing, serving food, producing wearing apparel and home furnishings and decorations and teaching these crafts.

12. Public Services - Activities involving the provision for government and social services, teaching and protection services to the public with special help for those who are handicapped by poverty, old age and illness.

13. Agri-Business and Natural Resources - Activities involving the producing and distributing of agricultural products as well as the study, conservation, use and maintenance of natural resources.

14. Marine Science - Activities involving study and use of the ocean and the rivers, including marine plants, animals and minerals.

15. Transportation - Activities involving moving people and goods from one place to another by air, land and sea, including driving and operating all kinds of vehicles, loading equipment, arranging schedules and doing sales work.

Five days of special study (less vacation days) were devoted to each of the fifteen modules. During these five days, the students were introduced to the module being covered, speakers from the field explained the general activities within the area of employment, field trips were conducted and handouts were given to the students providing an opportunity for each to develop a notebook of valuable employment reference material.

SCHEDULE - CALENDAR

for

PROJECT BITE

Dates	Days	Subject
September 12-16	5	Registration and Start-Up
19-23	5	Introduction to Program and Pre-Test
26-30	5	1st Module BUSINESS AND OFFICE
October 3-7	5	2nd Module MARKETING AND DISTRIBUTION
10-14	5	3rd Module FINE ARTS AND HUMANITIES
17-21	5	4th Module COMMUNICATION AND MEDIA
24-28	5	5th Module CONSTRUCTION
October 31 to November 4	5	6th Module HEALTH
November 7-10	4	*7th Module HOSPITALITY AND RECREATION
14-18	5	8th Module ENVIRONMENTAL CONTROL
21-23	3	*9th Module PERSONAL SERVICES
November 28 to December 2	5	10th Module MANUFACTURING
December 5-9	5	11th Module CONSUMER AND HOMEMAKING RELATED
12-16	5	12th Module AGRI-BUSINESS AND NATURAL RESOURCES
January 3-6	4	*13th Module MARINE SCIENCE
9-13	5	14th Module PUBLIC SERVICES
17-20	4	*15th Module TRANSPORTATION
23-27	5	Post-Test and Wind-Up

*Vacations: Veterans Day-November 11; Thanksgiving-November 24 and 25;
Christmas and New Year-December 19 to January 2;
Martin Luther King Birthday - January 16.

At the completion of each module of study a Bite Log was completed describing and evaluating the activities experienced during study of this occupational cluster module. The logs identified resource person(s), visitation, locations visited, host(s), handouts received by students and student assignments during the week. A typical Bite Log is included on the following page.

In addition to the Bite Log maintained by the teacher, each Bite student completed a Student Field Trip form which became a permanent part of his/her Project notebook. Page 7 displays the form utilized for the Project.

At the completion of the Project Bite program, students completed a rating sheet providing their evaluation of various facets of the module activity (see pages 8 and 9).

The rating sheets provided an opportunity for each Bite student to numerically evaluate five facets of the module activity by encircling a rating value of from zero to ten. An analysis of these ratings provided by the students of the two Bite classes provides the following averages:

Talks by Resource People	6.3
Talks by the Teacher	5.0
Class Discussions and "Rap Sessions"	6.0
Class and Home Assignments	4.0
Field Trips	7.5

It is evident from this data that the most popular and valued activity of the Bite Program was the field trips with talks by the resource people running second, but some distance behind.

Further analysis of the students' rating indicates that although the field trips were generally considered valuable, they were downrated by some students due to complications caused by the buses being late.

BITE LOG

Career Cluster HUMANITIES & FINE ARTS

TIME ELEMENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Date	10.10	10.11	10.12	10.13	10.14

Week of October 10-14, 1977

Resource Person Mr. Leroy Southern & Mrs. Gertrude Rivers Robinson

Date Tuesday, 10.11.77 School Site Inglewood

One Class ____ Combined Class X Number of Students 27

Visitation: Fine Arts Department, Music Department & Communication Arts Department at Loyola University

Location Loyola Marymont University

Host Mr. Southern & Mrs. Robinson

Student "Hand-Outs" (a) 10 Commandments of Human Relations (b) 10 Commandments of good communication (c) Description of leadership (d) Careers in music (e) Acquisition of art pieces data sheet (f) Fine Arts (g) Seating Chart (h) Ticket

Student Assignment Discussion of each handout
Completion of fill-ins on Fine Arts handout

Evaluation Very Good

Comments (use reverse side of sheet, if additional space is needed)

No other place besides a college could have afforded us a look see at so many different kinds of Fine Arts in one place. The Resource persons were very, very helpful. We were introduced to Music Ethenocology and visited three theaters, watched dancers in practice, in play in practice and saw many kinds of art.

STUDENT FIELD TRIP FORM

Date_____

Student Name_____School_____

Place Visited_____

Occupational Cluster_____

The working conditions I saw were:

___INSIDE	___QUIET	___PLEASANT	___COLD
___OUTSIDE	___HECTIC	___NEAT	___UNTIDY
___CALM	___TENSE	___FORMAL	___NOISY
___RELAXED	___CASUAL	___UNPLEASANT	___HOT

The worker(s) I saw:

___WORKED MOSTLY ALONE

___WORKED MOSTLY IN A SMALL GROUP

___WORKED MOSTLY IN A LARGE GROUP

___HAD A LOT OF CONTACT WITH MEMBERS OF THE PUBLIC

___HAD LITTLE CONTACT WITH MEMBERS OF THE PUBLIC

___HAD NO CONTACT WITH MEMBERS OF THE PUBLIC

___WORE A UNIFORM

___WORE FORMAL CLOTHES (TIE AND JACKET, SKIRT AND HOSE)

___WORE CASUAL OR VERY INFORMAL CLOTHES

___SEEMED TO BE UNDER A LOT OF PRESSURE

___SEEMED TO BE BUSY BUT NOT UNDER PRESSURE

___SEEMED NOT TO HAVE MUCH TO DO

___WORKED MOSTLY WITH THINGS (TOOLS, EQUIPMENT, PRODUCTS)

___WORKED MOSTLY WITH PEOPLE

___WORKED MOSTLY WITH FACTS AND IDEAS

ON THE BACK OF THIS SHEET, WRITE A SENTENCE ABOUT THE THING YOU LIKED MOST ABOUT THE JOBS AND A SENTENCE ABOUT THE THING YOU LIKED LEAST ABOUT THE JOBS

B I T E (BUSINESS-INDUSTRY-TRAINING-EDUCATION) INSTRUCTIONAL PROGRAM

Please give us your reactions to the BITE Instructional Program by rating the following learning experiences you have been exposed to during this semester.

Circle the number that best rates your interest in the learning experiences listed....using 0 as 'very uninteresting' (or low rating) to 10 as 'very interesting' (or high rating).

LEARNING ABOUT CAREERS AND THE WORLD OF WORK THROUGH:

TALKS BY RESOURCE PEOPLE

0 1 2 3 4 5 6 7 8 9 10

Very Uninteresting Very Interesting

TALKS BY THE TEACHER

0 1 2 3 4 5 6 7 8 9 10

Very Uninteresting Very Interesting

CLASS DISCUSSIONS AND 'RAP SESSIONS'

0 1 2 3 4 5 6 7 8 9 10

Very Uninteresting Very Interesting

CLASS AND HOME ASSIGNMENTS

0 1 2 3 4 5 6 7 8 9 10

Very Uninteresting Very Interesting

FIELD TRIPS

0 1 2 3 4 5 6 7 8 9 10

Very Uninteresting Very Interesting

PLEASE TURN THIS SHEET OVER

How much progress have you made in developing your ability to make a wise vocational choice?

NONE LITTLE QUITE A BIT MUCH DON'T KNOW

How much have you improved your behavior appropriate to the world of work (dependability, attendance, personal appearance, manners, etc) ?

NONE LITTLE QUITE A BIT MUCH DON'T KNOW

What did you like best about the BITE Program?

What did you like least about the BITE Program?

PRE-TEST / POST-TEST FINDINGS

Each Bite student and each control group student received a series of tests prior to the semester and at the close of the semester. The test program was planned to (1) determine the students' attitude and feelings toward making a career choice and entering the world of work; (2) determine the students' knowledge about occupations and decisions involved in choosing a career. The Crites Career Maturity Inventory was used in the testing program. The principal purpose in administering this test series, both at the beginning and end of the semester, was to determine the improvement made by each student and to compare the final scores of the Bite group and the control group students.

In addition to determining career attitude, the Career Maturity Inventory includes competence tests which cover (1) Knowing Yourself; (2) Knowing About Jobs; (3) Choosing a job; (4) Looking Ahead and (5) What Should You Do. A summary of the results of these tests indicates that considering combined attitude and competence testing scores, the average Bite student raised his score by 20 percentage points during the semester, while the average student in the control group increased his score by one-half of one percentage point during the semester. These scores indicate that the Bite students improved appreciably in their attitude toward careers and in overall competence and confidence in knowing themselves, knowing about jobs, choosing a career, looking ahead and determining what they should do about careers. On the other hand, the control group, without the benefits of the career training program did not show any significant improvement during the same period. It is interesting that when attitude and competence scores are combined, only two of the twenty-four Bite students who took both the pre-and post-tests did not increase their scores. One of these dropped by only one point, the other by only two points.

Careful study of the test results would indicate that the Bite students benefitted greatly from the program and are no doubt in a much better position to make a career choice after having participated in the program.

The following pages 11-15 summarize the test results.

SUMMARY SHEET

Average Scores of the Two BITE Groups

	Competence		Attitude		Combined	
	Pre	Post	Pre	Post	Pre	Post
INGLEWOOD	39	74	56	75	48	75
MORNINGSIDE	48	55	61	72	55	69

Average Scores of the Two CONTROL Groups

	Competence		Attitude		Combined	
	Pre	Post	Pre	Post	Pre	Post
INGLEWOOD	41	45	65	69	53	56
MORNINGSIDE	45	37	60	63	52	50

INGLEWOOD BITE

Numbers are Percentage Correct	COMPETENCE					ATTITUDE					COMBINED				
Student	Pre	Post	Improved	Worsened	No Change	Pre	Post	Improved	Worsened	No Change	Pre	Post	Improved	Worsened	No Change
A	22	31	x			38	54	x			30	43	x		
B	18	84	x			56	86	x			37	85	x		
C	37	92	x			52	88	x			45	90	x		
D	28	86	x			52	58	x			40	72	x		
E	47	59	x			60	62	x			54	61	x		
F	63	84	x			62	86	x			63	85	x		
G	56	94	x			58	72	x			57	83	x		
H	31	80	x			68	64		x		50	72	x		
I	28	25					90					58			
J	28					48					38				
K		80					78					79			
L	39	82	x			46	94	x			43	88	x		
M	69	88	x			70	88	x			70	88	x		
N	55	61	x			64	54		x		60	58		x	
O	25	90	x			62	86	x			44	88	x		
Average Score	39	74				56	75				48	75			

INGLEWOOD CONTROL

Numbers are Percentage Correct	COMPETENCE					ATTITUDE					COMBINED				
Student	Pre	Post	Improved	Worsened	No Change	Pre	Post	Improved	Worsened	No Change	Pre	Post	Improved	Worsened	No Change
A	34	39	x			58	74	x			46	56	x		
B	28	31	x			60	56		x		44	44			x
C	45	53	x			80	68		x		63	61		x	
D	56	48		x		68	56		x		62	52		x	
E	61	58		x		68	64	x			65	61		x	
F	61	27		x		80	78		x		71	53		x	
G	27	31	x			68	72	x			47	52		x	
H	23	29	x			60	36		x		42	33		x	
I	67	72	x			70	66		x		69	69			x
J	37	54	x			56	90	x			47	72	x		
K	32	40	x			76	78	x			54	59			
L	57	62	x			62	68	x			60	65	x		
M	22					78					50				
N	55	56	x			86	86			x	71	71			x
O	59	54		x		48	72	x			54	63	x		
P	18					40					29				
Q	36	49	x			64	60		x		50	55	x		
R	53					68					61				
S	13	34	x			44	50	x			28	42	x		
T	38	39	x			66	72	x			52	56	x		
Average Score	41	45				65	67				53	56			

MORNINGSIDE BITE

Numbers are Percentage Correct	COMPETENCE					ATTITUDE					COMBINED				
Student	Pre	Post	Improved	Worsened	No Change	Pre	Post	Improved	Worsened	No Change	Pre	Post	Improved	Worsened	No Change
A	61	48		x		52	74	x			57	61	x		
B	56	43		x		50	100	x			53	72	x		
C	30	62	x			62	76	x			46	69	x		
D	51					60					56				
E	60	46		x		68	80	x			64	63		x	
F	65	65			x	66	80	x			68	73	x		
G	60	65	x			62	76	x			61	71	x		
H	39	65	x			68	82	x			54	74	x		
I	30	56	x			72	88	x			51	72	x		
J	28	48	x			52	90	x			40	69	x		
K	61	64	x			62	78	x			62	71	x		
L	45	38		x		76	88	x			61	63	x		
M	38	67	x			54	74	x			46	71	x		
Average Score	48	55				61	82				55	69			

MORNINGSIDE CONTROL

Numbers are Percentage Correct	COMPETENCE					ATTITUDE					COMBINED				
Student	Pre	Post	Improved	Worsened	No Change	Pre	Post	Improved	Worsened	No Change	Pre	Post	Improved	Worsened	No Change
A	41	51	x			44	58	x			42	55	x		
B	45	43		x		46	50	x			46	47	x		
C	43					58					51				
D	68	42		x		72	46		x		70	44		x	
E	43					68					56				
F	22					62					42				
G	39	20		x		68	62		x		54	41		x	
H	43					36					40				
I	61	26		x		76	72		x		69	49		x	
J	19	30	x			76	66		x		47	48	x		
K	25					52					39				
L	39					58					49				
M	36					68					52				
N	69					74					72				
O	79	24		x		66	76	x			73	50		x	
P	79	59		x		80	74		x		80	67		x	
Q	55	46		x		72	66		x		64	56		x	
R	31	20		x		44	60	x			38	40	x		
S	20					28					24				
T	62	56		x		52	68	x			58	62	x		
U	26	35	x			62	58		x		44	47	x		
Average Score	45	37				60	63				52	50			

CONCLUSIONS

Having carefully reviewed the entire Project Bite documentation, i.e., proposals, plans, schedule, logs, progress reports, correspondence, questionnaires, tests, test results, teacher evaluations, student evaluations, parent evaluations, etc., one can only conclude that this program has met its objective: "To determine whether or not more inner-city high school students who participate in a business - industry - education counselling and exploration program will make career decisions than a similar group of inner-city students who participate in a regular school program." No measure was made to determine that the Bite students had actually made career decisions by the close of the program, but test results certainly indicate that both their attitude toward careers and competence toward career selection had improved markedly during the semester period.

Unfortunately, plans and funding did not provide for follow-up study to determine how many of the Bite students did find a career path during the program. Perhaps, exposure to many career paths previously unknown or unexplored created a certain amount of confusion and uncertainty in the minds of the Bite students. No doubt this exploration was very rewarding to the students in that it expanded their career horizons, increasing their vision from only a limited number of possible careers to a broad expanse of career opportunities in the fifteen occupational modules studied.

Additionally, the program provided the students an opportunity to see how people work, the work environment related to many careers, how workers dress, how to fill out a job application, the training and educational requirements of various jobs, etc. These additional learning experiences should prove invaluable to the student as he begins to develop a career plan.

The real value of the program could be more effectively measured if somehow we could look ahead five years and see where each student has found his career place and obtain his/her evaluation of the Bite Project at that time. All of the evidence in at this time indicates that the Bite students have benefitted greatly from the Project.

RECOMMENDATIONS

Review, study and evaluation of Project Bite leads to the following recommendations:

1. Additional "Bite" Projects should be conducted for the following purposes:
   a. Verifying the findings of this program.
   b. Providing this same career development opportunity for other students of all socioeconomic levels.
   c. Refining the program, schedule, content and presentation of Bite-type instruction.

2. A follow-up study should be made of the Bite graduates to determine the long-range impact of the program.

SUMMARY

The Bite Program has made an important first step in demonstrating the impact of career study on high school students who have not yet determined their career paths. This same type of program could be used very effectively for students who have made career decisions which may be unrealistic or unachievable. Participation in a program of this type could reinforce career decisions made by high school students or cause them to re-examine their career decisions.

It is unfortunate that such a limited group was afforded the opportunity to participate in the program. Assuming the results of the program to be valid, we should work diligently to expand this type of program in our schools so as to influence the career decisions of more young people.

BITE TEACHER_COUNSELOR RESPONSE SHEET

NAME _____

SCHOOL _____

YOUR PERSONAL AND PROFESSIONAL REACTIONS TO THE BITE INSTRUCTIONAL PROGRAM ARE IMPORTANT TO THE EVALUATION OF THE BITE PROJECT.

YOUR CONSTRUCTIVE REACTIONS AND RECOMMENDATIONS TO THE FOLLOWING ANALYSIS OF PROGRAM FACTORS IS REQUESTED TO ASSIST THE THIRD PARTY INDEPENDENT EVALUATOR OF THE PROJECT.

PLEASE WRITE A 'FREE RESPONSE' TYPE OF REACTION....IF ADDITIONAL SPACE IS NEEDED, USE THE BACK OF THE SHEETS OR ATTACH ADDITIONAL SHEETS.

PLEASE RETURN TO J.LYMAN GOLDSMITH NO LATER THAN FEBRUARY 8,1978

SELECTION OF BITE STUDENTS

PROGRAMMING OF BITE STUDENTS

BITE STUDENT ATTENDANCE

BITE STUDENT RESPONSE TO THE PROGRAM

PARENT INVOLVEMENT AND RESPONSE TO THE PROGRAM

TRANSPORTATION

INSTRUCTIONAL PROGRAM (TIME ELEMENT, INSTRUCTIONAL MATERIALS, ALL ELEMENTS)

CAREER RESOURCE PEOPLE (PRESENTORS TO CLASSES)

FIELD TRIPS

SCHOOL - DISTRICT SUPPORT

PROJECT STAFF SUPPORT

BUSINESS - INDUSTRY COOPERATION AND SUPPORT

GENERAL REACTIONS AND RECOMMENDATIONS

TO:

THE PARENTS / GUARDIANS OF BITE STUDENTS (SEPT. 1977-FEB. 1978)

FROM: THE RESEARCH STAFF OF PROJECT BITE (BUSINESS-INDUSTRY-TRAINING-EDUCATION)

YOUR BOY OR GIRL WAS ENROLLED IN THE PROJECT BITE CLASS AT EITHER INGLEWOOD HIGH SCHOOL OR MORNINGSIDE HIGH SCHOOL DURING THE FALL SEMESTER OF 1977.

YOU CAN ASSIST US IN AN IMPORTANT WAY BY CHECKING THIS RESPONSE SHEET TO INDICATE YOUR FEELINGS ABOUT THE BITE INSTRUCTIONAL PROGRAM AND THE REACTIONS OF YOUR BOY OR GIRL.

PLEASE CIRCLE YOUR RESPONSES AND RETURN THIS FORM IN THE STAMPED SELF ADDRESSED ENVELOPE ENCLOSED.

1. DO YOU FEEL THAT YOUR BOY OR GIRL HAS A BETTER UNDERSTANDING OF THE WORLD OF WORK THAN IF HE/SHE HAD NOT TAKEN THE PROGRAM ? YES NO
2. DO YOU FEEL THAT YOUR BOY OR GIRL IS BETTER PREPARED TO SELECT A CAREER FIELD THAN HE/SHE WOULD HAVE BEEN WITHOUT THE PROGRAM ? YES NO
3. DO YOU FEEL THAT THIS PROGRAM HAS BROADENED YOUR BOY'S OR GIRL'S UNDERSTANDING OF CAREER OPPORTUNITIES AVAILABLE TO HIM/HER ? YES NO
4. DO YOU FEEL THAT THIS PROGRAM HAS CAUSED YOUR BOY OR GIRL TO THINK MORE SERIOUSLY AND MATURELY ABOUT HIS/HER EVENTUAL CAREER ? YES NO
5. DO YOU FEEL THAT YOUR BOY OR GIRL WILL BE BETTER OFF FIVE YEARS FROM NOW FOR HAVING PARTICIPATED IN THIS PROGRAM ? YES NO
6. WOULD YOU HAVE LIKED AN OPPORTUNITY TO PARTICIPATE IN A SIMILAR TYPE OF PROGRAM WHEN YOU WERE IN HIGH SCHOOL ? YES NO
7. WOULD YOU RECOMMEND THIS PROGRAM TO OTHER PARENTS IF IT IS OFFERED IN THE FUTURE ? YES NO
8. WAS YOUR BOY OR GIRL ENTHUSIASTIC ABOUT THIS PROGRAM ? YES NO
9. ARE YOU GLAD THAT YOUR BOY OR GIRL PARTICIPATED IN THIS PROGRAM ? YES NO
10. DO YOU HAVE ANY COMMENTS OR RECOMMENDATIONS FOR THE IMPROVEMENT OF THIS INSTRUCTIONAL PROGRAM ?

SAMPLE - PARENT/GUARDIAN FOLLOW-UP RESPONSE FORM SENT WITH ENCLOSED STAMPED SELF ADDRESSED ENVELOPE

AFTER CHECKING YOUR RESPONSES, PLEASE MAIL THIS FORM IN THE ENCLOSED ENVELOPE.

THANK YOU FOR YOUR COOPERATION YOUR INTEREST AS A PARENT/GUARDIAN IS APPRECIATED

APPENDIX B

REPRESENTATIVE ADVISORY COMMITTEE MATERIALS

November 14, 1976

Howard T. Jurewitz
Personnel Manager
Southern California Edison Company
P.O. Box 800
2244 Walnut Grove Avenue
Rosemead, CA 91770

Dear Howard:

Thanks for your advice and counsel at our recent meeting of the steering committee of the BITE project. We'll be relying on your expertise as we move into full implementation of the project.

You will recall that at the last meeting we indicated the need to expand the project advisory committee to include people that can represent each one of the U.S.O.E.'career clusters'..... particularly in those areas which are not currently covered by individuals active in the Management Council and the Merit Employers. Will you please 'write in' your nominations on the enclosed sheets. Don't worry if you draw a blank on some of the categories.....I am sure that our combined efforts will add up to enough good leads so that we can provide a good representative advisory committee for the project.

I am anticipating that you will be able to mail your suggestions back to me by this week end.....as we willlbegin working on the expansion of this committee the first of next week.

THANKS

Cordially,

Gaddy

Dennis letters to
Harry Thomas
Larry Cooper
& Eldridge Rice

B-1

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DIVISION OF VOCATIONAL EDUCATION
LOS ANGELES, CALIFORNIA 90024

Project BITE
Room 629, UCLA Extension Bldg.
10995 Le Conte, Los Angeles 90024
(213) 825-5558

June 14, 1977

Ken Sieling
Walt Disney Productions
500 South Buena Vista
Burbank, California

Dear Mr. Sieling:

You are invited to serve as one of fifteen members of the Advisory Committee to the research project "THE EFFECT OF CAREER AWARENESS AND CAREER EXPLORATION COUNSELING ON THE VOCATIONAL CHOICES OF INNER-CITY HIGH SCHOOL STUDENTS". This project is a special interest of The Management Council for Merit Employment, Training, and Research, and is funded to the Division of Vocational Education, University of California, under the direction of Dr. Melvin L. Barlow.

You have been nominated by Larry Cooper, President of The Management Council, as an individual who has special interest and expertise in the career area of HOSPITALITY AND RECREATION OCCUPATIONS. This is one of the career areas the project will be studying with tenth grade students from two Inglewood high schools during the fall semester of the 1977-78 school year. A complete listing of the fifteen career clusters designated by the U.S. Office of Education is enclosed for your information. We are asking knowledgeable persons to serve as representatives of these career clusters on our project Advisory Committee.

Project BITE (Business-Industry-Training-Education, the acronym for the project) is explained briefly in the enclosed abstract. A more complete explanation will be given when the Advisory Committee meets for the first time when the committee membership iscompleted. A Steering Committee made up of several members of The Management Council has been assisting the project staffwith plans and negotiations.

As an Advisory Committee Member your obligations will not be time consuming. Not more two meetings of the group will be called before school opens next September and the project becomes operational.

I'll be happy to answer any questions you may have. I can be contacted at the BITE Office (see letterhead) or my Home-Office, 2892 Woodlawn Avenue, San Marino 91108, (213) 283-3510. I hope to receive your acceptance on the enclosed form.

Sincerely,

J. Lyman Goldsmith

J. Lyman Goldsmith
Project BITE Director

Please return to J. Lyman Goldsmith
Room 629, Extension Building
10995 Le Conte Avenue
Los Angeles, CA 90024

I (ACCEPT) ~~(CANNOT ACCEPT)~~ YOUR INVITATION TO SERVE AS A MEMBER OF THE ADVISORY COMMITTEE OF PROJECT BITE...."THE EFFECT OF CAREER AWARENESS AND CAREER EXPLORATION COUNSELING ON THE VOCATIONAL CHOICES OF INNER-CITY HIGH SCHOOL STUDENTS".

Martin Aadorian Jr. 3/24/7
Name

Manager Personnel
Position

Trans World Airlines Inc.
Firm, Institution, or Agency

World Way Postal Center
~~P.O. Box 92246~~
Address
Los Angeles, Ca. 90009

213 646-3570
Telephone

American Airlines

Martin Aadorian, Jr., AEP
Manager - Personnel

World Way Postal Center
P. O. Box 92246
Los Angeles, CA 90009
213 646-3570

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Project BITE
Room 617, Unex. Bldg.
10995 Le Conte Avenue
Los Angeles, CA 90024
(213) 825-5558

August 31, 1977

Martin Asdorian, Jr., Manager
American Airlines
World Way Postal Center
P.O. Box 92246
Los Angeles, CA 90009

Dear Mr. Asdorian:

The first meeting of the Advisory Committee of "Project BITE" will be held on Friday, September 9th 1977 at 9:00 a.m. in Room H-163 of the Los Angeles City Schools Administrative Offices, 450 North Grand Avenue, Los Angeles. H-163 is the Board of Education Conference Room next to the Board Room on the Hill Street side of the Administrative Offices. A parking attendant at the Grand Avenue entrance will assist you in parking. Larry Cooper, President of The Management Council has made arrangements for the meeting place.

The meeting is planned to last no more than two hours. The project and the operational plans will be explained, and the two "BITE" teachers will be introduced followed by a general discussion.

Thank you for your willingness to assist this project with your advice and counsel. We hope you can make arrangements to attend this important meeting on such short notice.

Sincerely,

J. Lyman Goldsmith

J. Lyman Goldsmith
Project BITE Director

JLG/mw

cc: M. L. Barlow
L. Cooper

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LOS ANGELES, CALIFORNIA 90024
Project BITE
Room 617, Unex. Bldg.
10995 Le Conte Avenue
Los Angeles, CA 90024
(213) 825-5558

Dear

The first meeting of the Advisory Committee of "Project BITE" will be held on Friday, September 9th 1977 at 9:00 a.m. in Room H-163 of the Los Angeles City Schools Administrative Offices, 450 North Grand Avenue, Los Angeles. H-163 is the Board of Education Conference Room next to the Board Room on the Hill Street side of the Administrative Offices. A parking attendant at the Grand Avenue entrance will assist you in parking. Larry Cooper, President of The Management Council has made arrangements for the meeting place.

The meeting is planned to last no more than two hours. The project and the operational plans will be explained, and the two "BITE" teachers will be introduced followed by a general discussion.

Thank you for your willingness to assist this project with your advice and counsel. We hope you can make arrangements to attend this important meeting on such short notice.

Sincerely,

J. Lyman Goldsmith

J. Lyman Goldsmith
Project BITE Director

JLG/mw

cc: M. L. Barlow
L. Cooper

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Occupational Cluster _____ Advisory Committee Member _____

BITE ADVISORY COMMITTEE RESPONSE SHEET

USE REVERSE SIDE OF SHEET FOR ADDITIONAL RESPONSES

TALKS TO STUDENTS

_____ will schedule a "personal appearance"

_____ will schedule one of our staff to make a presentation

_____ cannot schedule at this time

_____ suggest you contact following people_____

_____

_____

FIELD TRIPS FOR STUDENTS

_____ will provide a field trip

_____ cannot provide a field trip

_____ suggest you contact following people_____

_____

_____

RESOURCE MATERIAL

_____ can provide three copies of teacher resource materials

_____ can provide 60 copies of student handout materials

_____ cannot provide any resource materials

_____ suggest you contact following people_____

_____

_____

RETURN TO: J. L. Goldsmith
Director, Project BITE
University of California
Div. of Vocational Education
Rm. 617, Unex. Admin. Bldg.
10995 Le Conte Avenue
Los Angeles, CA 90024

PROJECT BITE
THE EFFECT OF CAREER AWARENESS AND CAREER EXPLORATION COUNSELING ON THE VOCATIONAL CHOICES OF INNER-CITY HIGH SCHOOL STUDENTS

Minutes of September 9, 1977 Advisory Committee Meeting

The first meeting of the Project BITE Advisory Committee was held at 9:00 a.m. on Friday, September 9, 1977 in Room H163; Los Angeles City Board of Education Administrative Center, 450 North Grand Avenue, Los Angeles.

The following people attended the meeting:

Martin Asdorian, Jr.	- Manager, Personnel, American Airlines
James E. Foy	- Director, Editorials, National Broadcasting Company
Mitchell Weiss	- Asst. Director, Labor Relations, Associated General Contractors of Calif.
Howard T. Jurewitz	- Personnel Manager, Southern California Edison Company
Kenneth M. Sieling	- Personnel Director, Walt Disney Productions
Larry Cooper	- President, Management Council for Merit Employment,Training and Research
Eldridge Reese	- Management Council for Merit Employment, Training and Research
Carolyn Galloway	- BITE Teacher-Counselor, Inglewood High School
Kenneth Roberts	- BITE TEacher-Counselor, Morningside High School
Walter Crews	- Director, Career and Vocational Education, Inglewood Unified School District
J. Lyman Goldsmith	- Project BITE Director

Committee Members unable to attend the meeting:

John Kulli	- Equal Opportunity Director, Sears, Roebuck and Co.
Harry Thomas	- Manager, Community Relations,Bl Division Rockwell International
Frank St. Denis	- Director of Personnel Services, Hospital Council of Southern California
Todd Carter	- California Air Resource Board

Introductions of committee members were made before the meeting officially began.

Lyman Goldsmith gave background information about Project BITE, project negotiations, approval and funding. The intent of the project was discussed with committee members raising questions.

The operational planning and scheduling of the project were outlined and discussed. Mr. Crews indicated that Mrs. Galloway and Mr. Roberts, the two BITE teacher-counselors, are experienced teachers who bring a dedication to and an interest in career education - a positive factor for successful project operation.

Mrs. Galloway and Mr. Roberts reported on their development of instructional material and their preliminary scheduling of the fifteen instructional modules. (A copy of this schedule is attached.) They also requested the committee members to become personally involved in the program through student talks and field trips. (A copy of the response sheet is attached.) The two classes (25 students each) will be combined for these activities to assure that the classes have the same presentations, as well as to conserve time and effort of speakers and organizational personnel. The two teacher-counselors told of some of their problems and requested the assistance of the committee members. They have developed special letters to be used in contacting organizations for speakers and field trips.

Mr. Asdorian and Mr. Foy expressed interest in how the project was to be evaluated. It was pointed out that Dr. Clarence Fielstra would be a third party independent evaluator. The students enrolled in the experimental and control groups were screened last semester as to "no vocational choice". The California Maturity Inventory (Attitude Scale and Compentence Test) will be used as a pre-test and post-test. The committee members indicated interest in the results of the student vocational interest screening and Mr. Crews volunteered to furnish this information.

Mr. Cooper discussed the active interest of the Management Council and indicated that the experience of their Youth Motivation Test Force can be channeled into the project.

Mr. Goldsmith indicated that the next advisory committee meeting would be held sometime the last of October or the first of November so that operational progress could be reported and discussed. He thanked the members for their interest and cooperation and invited their involvement in all phases of the project operation.

The meeting was adjourned at 11:06 a.m..

cc: Dr. Melvin Barlow
Dr. James Crandall

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Project BITE, Rm. 617 Unex. Bldg.
10995 Le Conte Avenue
L.A. 90024

Dear BITE Advisory Committee Member:

You are not forgotten.....for your advice and counsel are appreciated; but we have been rather busy making Project BITE operational.

The instructional program is now implemented in the Inglewood Unified School District. Kenneth Roberts is the teacher-counselor at Morningside High School. You met him at the advisory committee meeting last month. Martha Morales is the teacher-counselor at Inglewood High School replacing Carolyn Galloway who received a new assignment with the opening of school.

Please feel free to call or drop me a note whenever you get a "brain wave" on ideas that could be used in the BITE program.

We are enclosing a list of advisory committee members for your interest and use.

Cordially,

J. Lyman Goldsmith
Project Bite Director

JLG:mw

BITE NEWS

HERE'S A OF

November, 1977

IMPORTANT - NEXT BITE ADVISORY COMMITTEE MEETING - 9:30 - 10:30 AM, FRIDAY, DECEMBER 9, 1977 in Room C-1, Cafeteria Building, Los Angeles City Schools Administrative Offices, 450 North Grand Avenue. Progress of the BITE instructional program will be reported. Your attendance is requested. Only one more Advisory Committee meeting will be called - at the conclusion of the project.

THOSE OF YOU WHO ATTENDED THE FIRST ADVISORY COMMITTEE MEETING will remember meeting Kenneth Roberts (Morningside High School) and Carolyn Galloway (Ingelwood High School), our two BITE teacher-counselors. MARTHA MORALES has replaced Carolyn who was given a new assignment. Mr. Roberts and Mrs. Morales are doing a bang-up job with their student groups. Their enthusiam is contagious.....They would love to have you visit their classes on Mondays, Wednesdays and Fridays (they are on field trips and other activities the other two days of the week). Why not give them a call? Martha Morales - 674-8520.- Kenneth Roberts 671-8251.

HERE'S A REPORT on the instructional modules already completed by the two BITE teacher-counselors. You will notice that some changes in scheduling were necessary because of availability of resource people and field trips.

September 14 - 23	- Preparation and Introduction
September 26 - 30	- Business and Office Occupations
October 3 - 7	- Marketing and Distribution Occupations
October 10 - 4	- Fine Arts and Humanities Occupations
October 17 - 21	- Communications and Media Occupations
October 24 - 28	- Construction Occupations
October 31 - Nov. 4	- Health Occupations
November 9 - 11	- Hospitality and Recreation Occupations
November 14 - 18	- Environmental Control Occupations
November 21 - 25	- Personal Services Occupations

FOR YOUR INFORMATION, we're enclosing a breakdown of the fifteen career clusters with some sample occupations for each cluster. Several of you have asked for this material.

HAT'S OFF TO THOSE OF YOU who have been of special help to Mrs Morales and Mr. Roberts. They appreciate (and so do their students) your advice and assistance as resource persons and your arrangements for special material and field trips.

PROJECT BITE

THE EFFECT OF CAREER AWARENESS AND CAREER EXPLORATION COUNSELING ON THE VOCATIONAL CHOICES OF INNER-CITY HIGH SCHOOL STUDENTS

Minutes of December 9, 1977 Advisory Committee Meeting

The second meeting of the Project BITE Advisory Committee was held at 9:30 a.m. on Friday, December 9, 1977 in Room C-1; Los Angeles City Board of Education Administrative Center, 450 N. Grand Avenue, Los Angeles.

Introduction of the committee members, the two BITE teacher-counselors, Kenneth Roberts and Martha Morales, and Walter Crews, Director of Career Education for the Inglewood Unified School District were made.

Mrs. Morales and Mr. Roberts reported on the progress made in their BITE classes.

> Tenth grade students in the BITE classes and ''Control' classes at both Inglewood High School and Morningside High School were selected on the basis of their indication that they had not made a 'Vocational or Career Choice'. This indication was based on student responses to the Ventura County Career Planning Inventory given during the spring of 1977.
>
> Resource people recommended by the Management Council and the Advisory Committee have been very helpful in their presentations to the combined BITE classes. The student response has been very positive...even complimentary.
>
> Field trips taken by the combined BITE classes have been very successful, and contributed to the instructional modules. The trips have been of two types; those within the Inglewood area and those outside the Inglewood area. The trips outside the area have been to facilities not present in the local area. There have been some problems related to the time of bus departure and arrival back at school in terms of the individual students and their personal schedules.
>
> The BITE program has generated faculty interest in both schools, initial 'coolness' on the part of some faculty members changed to curiosity and then to support.
>
> Student reaction to the BITE program has been positive with evidence of real interest and enthusiasm.

During a general discussion period, a number of very worthwhile ideas were presented by advisory committee members for consideration as to use in the present or future BITE programs.....video tapes, cassettes and slides, work experience and internships, to mention but a few.

James Crandall, Supervisor of Research and Program Development for the California State Department of Education, attended the meeting and participated in the committee discussion. He will personally visit the BITE classes sometime in January to observe the program.

Meeting was adjourned at 10:35 a.m.

HERE'S A BITE OF NEWS

March, 1978

THE LAST MEETING OF THE ADVISORY COMMITTEE will be held on Friday, March 17th, from 9 a.m. to 10:30 a.m. in Room C4 of the Cafeteria Building, Los Angeles City School Administrative Offices, 450 North Grand Avenue, Los Angeles. It is hoped that all of the twelve Advisory Committee members can attend to hear a final report on the operation of the project. Walter Crews, Martha Morales and Kenneth Roberts of the Inglewood Unified School District will report on the project and its extension until the end of this school year. Dr. Frank Goff, the project evaluator, will report on the evaluation of the project, and Lyman Goldsmith will explain how the project will be reported and terminated.

MARGARET (PEGGY) WHITE, the able Project BITE office secretary, left the project the first of February. She is now working full-time at Hughes Aircraft. Jennifer Hurwicz has taken her place and has already proven to be a top-notch individual. Jennifer will be a key element in winding up project details and typing and duplicating the final project report.

DR. FRANCIS L. GOFF, Staff Engineer, Configuration Management, Office, Product Assurance, TRW (Thompson-Ramo-Wooldridge), has been contracted to perform the third party independent evaluation of Project BITE. Dr. Goff is a competent researcher with an excellent background in education as a teacher, author, and vocational education expert, in addition to his industrial expertise and experience.

FUNDING FOR PROJECT BITE will be terminated on March 31, 1978. The project has been funded to the Division of Vocational Education, University of California, under provisions of the Vocational Education Act, P.L. 90-576. The final report of the project will include among other things a summary of the project operation and activities, a summary of the participation of business-industry-community leaders, and an evaluation report of the ongoing and terminal evaluations of the project. Copies of this final report will be sent to the California State Department of Education, members of the Project BITE Advisory Committee, and a select group of California school administrators and business-industry-community leaders.

A REPORT ON PROJECT BITE WILL BE FEATURED during one of the forty-five minute sessions of the 1978 Annual Conference on Industrial Education sponsored by the California State Department of Education. The Conference is held in conjunction with the annual convention of the California Industrial Education Association. The BITE report will be presented by BITE teacher-counselors Martha Morales and Kenneth Roberts and several of their students (sporting BITE sweat shirts) at 10:45 a.m., March 9th, 1978, in the Rio Room of the Los Angeles Airport Sheraton Hotel. Advisory Committee members are invited to attend.

THE RESEARCH-STUDY OPERATION PHASE OF THE TWO BITE CLASSES closed with the end of the semester on January 27, 1978. The BITE Project was only funded for operation for the Fall semester, September 1977 - January, 1978. All fifteen instructional modules were covered. Students in the BITE classes and the two control classes were given the CTB/McGraw-Hill Career maturity inventory as both a pre-test and a post-test. The information compiled from the pre-tests and post-tests will be incorporated in the final study and findings. The Inglewood Unified School District administration was impressed with the BITE program and has continued it for at least the balance of the school year. The BITE Project will not be involved during this Spring semester, 1978.

APPENDIX C

REPRESENTATIVE INSTRUCTIONAL MATERIALS

LESSON PLAN OUTLINE (Monday-Wednesday-Friday) _____/_____
Date

INSTRUCTIONAL MODULE _____

TEACHING MATERIALS NEEDED -
(Films, pictures, charts, resource material, hand-outs . . .)

MOTIVATION
(Introductory "interest gatherers" . . .)

TEACHING CONTENT
(Occupational breakdown and examples, descriptive materials . . .)

CLASS DISCUSSION
(Discussion topics, questions . . .)

CLASS ASSIGNMENT

CLASS ACTIVITY

EVALUATION
(Teacher and student checks)

RESOURCE MATERIALS

LESSON PLAN OUTLINE

This outline was used to develop lesson plans

for the three-hour BITE class sessions

B I T E LOG

CAREER CLUSTER _____

TIME ELEMENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE	__/__	__/__	__/__	__/__	__/__ 77/78

RESOURCE PERSON _____

_____

DATE _____ SCHOOL SITE _____

ONE CLASS ___ COMBINED CLASSES ___ NUMBER OF STUDENTS ____

VISITATION _____

_____

LOCATION _____

HOST _____

STUDENT 'HAND-OUTS' _____

_____

STUDENT ASSIGNMENTS _____

_____

EVALUATION _____

COMMENTS (USE REVERSE SIDE OF SHEET, IF ADDITIONAL SPACE IS NEEDED)

SAMPLE - FORM USED TO RECORD (WITH ATTACHMENTS) INSTRUCTIONAL PROGRAM AND ACTIVITIES

C-2

_____
BITE TEACHER-COUNSELOR

BITE LOG

CAREER CLUSTER INTRODUCTORY

TIME ELEMENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	September 14 - September 23, 1977				
DATE	9 / 19	9 / 20	9 / 14	9 / 15	9 / 16 77/78
			9/21	9 /22	9 /23

RESOURCE PERSON TEACHER-COUNSELOR

DATE September 14 - 23 SCHOOL SITE INGLEWOOD H. S.

ONE CLASS X COMBINED CLASSES ___ NUMBER OF STUDENTS 16

VISITATION None

LOCATION

HOST

STUDENT 'HAND-OUTS' (a) Auto Biography (1 minute) (2) Are you Annoying? (c) Test Your Emotional Balance (d) Introvert or Extrovert (e) Sample Interviewer's Work Sheet (f) Bite Self Inventory (g) Can You Follow Directions?

STUDENT ASSIGNMENTS Students will write a 'one minute' autobiography - and give it orally to the class.
Students will follow the directions on each of the Pass-Out Sheets.
Students will take the Inventory Test.

EVALUATION Preparation and getting acquainted period for Teacher and Students. There were any number of students in the class during the period from only one to 13.

COMMENTS (USE REVERSE SIDE OF SHEET, IF ADDITIONAL SPACE IS NEEDED)

Self Awareness Inventory gave students a feel for the Course, and provides for development of student-teacher rapport.

Copies to:
Mr. Cruz
Mr. Goldsmith
Mr. Roberts

MARTHA R. MORALES
BITE TEACHER-COUNSELOR C-3

ARE YOU ANNOYING?

Use a separate sheet of paper to test yourself answering either "Yes," or "Sometimes." Then take this list to some of your friends and have them rate you. Maybe you're less annoying than you think you are but, then again, maybe you're not.

1. Do I make fun of others behind their backs?
2. Am I sarcastic?
3. Do I show off my knowledge?
4. Am I undependable?
5. Am I unpleasant to people who displease me?
6. Am I too bossy?
7. Do I talk too much about my personal troubles?
8. Do I laugh at the mistakes of others?
9. Am I inclined to find fault easily?
10. Do I always try to get my own way?
11. Do I lose my temper too often?
12. Do I frequently argue just for the sake of argument?
13. Do I talk too much?
14. Am I too grouchy or moody?
15. Do I pry into other people's business too much?
16. Am I a boring conversationalist?
17. Am I too lazy?
18. Am I always borrowing things and not returning them?
19. Do I have annoying mannerisms?
20. Am I apt to give the impression that I feel superior to others?
21. Do I tend to exaggerate too much?
22. Do I always try to top the other fellow's story with something I did?
23. Am I sloppy in my dress or my personal appearance?
24. Am I inclined to spread gossip?
25. Am I apt to be suspicious of others' intentions?

TEST YOUR EMOTIONAL BALANCE

Answer each of these questions either "yes" or "no" --
when you are in doubt about any question, answer it "yes."

1. Do you become riled and perhaps say unpleasant things when someone contradicts you?

2. When you learn than an acquaintance has received a splendid job or made an unusual amount of money, does it make you feel a little jealous or envious?

3. When someone is kidding you, or making fun of you, does it make you become embarrassed, blush, or possibly lose your temper?

4. When things go wrong, do you ever lose your temper and perhaps shout and hit things?

5. When things go wrong, are you inclined to think it over and be discouraged?

6. Do you feel resentful when someone criticizes you?

7. When things go wrong, are you inclined to blame other people for the way things are going?

8. Are you inclined to find fault with other people rather than looking for their best sides?

9. When things go wrong, do you hope other people will sympathize with you?

10. When arguing with a person, or when correcting someone, do you talk loudly, or perhaps try to strike them?

11. Do you have "spells of the blues," or periods when you feel downcast for no definite reasons?

12. Do you at times laugh unusually easily or hilariously at things most people do not laugh at?

13. Are you moved to tears more easily than the average person of your sex?

If you are a "yes-man" in this test, it counted against you. The average person answers 5 items by "yes." More than that indicates you are below par in emotional control. It has been found that some people have no "yes" answers and half as many have all "yes" answers. That indicates that there are more people who have good control of their emotions than there are people who let their emotions run away with them.

Donald A. Laird, Personality, Kingsway Press Inc., 345 Fourth Ave., N.Y., N.Y.

INTROVERT OR EXTROVERT

This is a test to determine whether you tend more toward the introvert type of personality or the extrovert. There are no "right" or "wrong" answers: you should answer them in terms of your own preference and habits.

1.	I day dream a great deal.	1._____
2.	I frequently rewrite letters before mailing them.	2._____
3.	I would usually rather be alone than in a group.	3._____
4.	I am frequently suspicious of other peopls's motives.	4._____
5.	At some time in my life I have kept a diary for several months.	5._____
6.	In general I govern my life by reason rather than by emotion or impulse.	6._____
7.	I have ups and downs in moods without knowing why.	7._____
8.	I worry considerably about possible misfortunes.	8._____
9.	I am rather self-conscious and blush frequently.	9._____
10.	I tend to hesitate in making ordinary decisions.	10._____
11.	My feelings are easily hurt.	11._____
12.	I generally speak out what I consider the truth, regardless of how people take it.	12._____
13.	I can express my thoughts better in writing than in speaking.	13._____
14.	I am quite persistent in my attitudes and beliefs.	14._____
15.	I get rattled rather easily.	15._____
16.	I always avoid speaking before a group when I can.	16._____
17.	I prefer a game of cards, checkers, or other intellectual amusements to participation in athletic sports or games.	17._____
18.	I tend to be quite critical of others.	18._____
19.	I am sure I would never be a good salesman.	19._____
20.	I have relatively few acquaintances.	20._____
21.	When things go wrong, I tend to indulge in self-pity.	21._____
22.	Most of my acquaintances are members of my own sex.	22._____
23.	I tend to resent and dislike orders, rules, and discipline.	23._____
24.	I generally prefer to read a good book or magazine rather than go to a dance or a party.	24._____

_____Number true

_____Number false

SAMPLE INTERVIEWER'S WORK SHEET

In most businesses at which you may apply for a position, the following qualities and characteristics are carefully checked. Circle the descriptions in each category which most apply to you. Rate yourself as you think a personnel interviewer would.

APPEARANCE: Neat, well-groomed, slovenly, average build, thin, stout, tall, short.

DRESS: Good taste,worn, careless, flashy, untidy.

POSTURE: Well-balanced, very erect, slightly relaxed, slightly stooped, round-shouldered.

FACIAL EXPRESSION: Radiant, happy, thoughtful, solemn, sullen.

HANDS AND FACE: Healthy looking, well-cared for, physical impairment, heavy make-up, blemished, dirty.

APPROACH: Poised, alert, forward, timid, awkward.

VOLUME OF VOICE: Too loud, easily audible, too low, pleasant, shrill, monotone.

ENUNCIATION: Very clear, clear, passable, indistinct, omits syllables.

PRONUNCIATION: Faultless, occasional mistakes, frequent bad grammar, extremely bad grammar.

TEMPERAMENT: Calm, confident, shy, excitable, phlegmatic, sullen.

KNOWLEDGE: Clear perception, good comprehension, shrewd, understanding, uninformed, ignorant.

ATTITUDE: Cooperative, enthusiastic, attentive, indifferent, arbitrary, argumentative.

SELF-OPINION: Modest, confident, timid, self-assured, conceited

INTEREST IN POSITION: Exceptional, normal, below average.

STANDING IN CLASS: First quarter, second quarter, third quarter, fourth quarter.

SUMMARY: Superior, above average, average, below average.

RECOMMEND EMPLOYMENT: Yes, no.

COMMENTS:

SCHOOL _____ H.S. TEACHER _____ DATE _____

BITE SELF INVENTORY

My school activities are _____

My hobbies are _____

After school I _____

I'm at my best when _____

My idea of a good time is _____

The things I like least about myself are _____

My father works as _____

My mother works as _____

When I finish high school _____

I can improve my personality by _____

I can improve my appearance by _____

I can dress more appropriately by _____

The things I like best about school are _____

The things I like least about school are _____

I can develop my self-confidence by _____

I think job responsibilities mean _____

I can get along better with others if I _____

If I don't know about something, I can ask _____

I don't like _____

I feel badly when _____

If I could, I would change my life or myself by _____

_____

_____

CAN YOU FOLLOW INSTRUCTIONS?

This is a timed test . . . . . You have three minutes only.

1. Read everything on this sheet carefully before doing anything.
2. Print your name in the upper right hand corner of this sheet.
3. Circle the word 'name' in sentence number two.
4. Draw five small squares in the upper left hand corner of this sheet.
5. Mark an X in each of these squares.
6. Make a circle around each of these squares.
7. After the title, print 'yes, yes, yes'.
8. Sign your name over the title.
9. Make a circle around the even numbers on the left hand side of this sheet.
10. On the back of this sheet, multiply 24 by 13.
11. Make an X in the lower right hand corner of this sheet.
12. On the back of this sheet, add 8950 and 9850.
13. Make a circle around the answer to this problem in addition.
14. Punch three holes through the bottom of this sheet with your pencil point or pen point.
15. Underline the odd numbers on the left hand side of this sheet.
16. If you are the first person to reach this point, call out loudly, "I follow directions."
17. Draw rectangles around the word "point" in sentence number fourteen.
18. Now that you have finished reading everything carefully, follow the directions in sentence number two only.

CAREER OR OCCUPATIONAL CLUSTERS
DESIGNATED BY THE U.S. OFFICE OF EDUCATION

1. BUSINESS AND OFFICE OCCUPATIONS

2. MARKETING AND DISTRIBUTION OCCUPATIONS

3. COMMUNICATIONS AND MEDIA OCCUPATIONS

4. CONSTRUCTION OCCUPATIONS

5. MANUFACTURING OCCUPATIONS

6. TRANSPORTATION OCCUPATIONS

7. AGRI-BUSINESS AND NATURAL RESOURCES OCCUPATIONS

8. MARINE SCIENCE OCCUPATIONS

9. ENVIRONMENTAL CONTROL OCCUPATIONS

10. PUBLIC SERVICES OCCUPATIONS

11. HEALTH OCCUPATIONS

12. HOSPITALITY AND RECREATION OCCUPATIONS

13. PERSONAL SERVICES OCCUPATIONS

14. FINE ARTS AND HUMANITIES OCCUPATIONS

15. CONSUMER AND HOMEMAKING RELATED OCCUPATIONS

MEMBERS OF THE LOS ANGELES METROPOLITAN BUSINESS-INDUSTRY COMMUNITY ARE BEING ASKED TO SERVE ON THE PROJECT ADVISORY COMMITTEE AS REPRESENTATIVES OF THE ABOVE OCCUPATIONAL CLUSTERS

CLIP AND SAVE

A STUDENT FIELD PROJECT

Here's a project to do in your spare time over the next few weeks. Think of one vocational area that might interest you. Don't labor over the selection, just settle for the first that comes to your mind. It could be aviation, or engineering, or art, or electricity, or baseball. Then keep an eye out for articles and pictures about this area. Clip out the article or picture, and make a scrapbook. See if your interest grows or gets less as you learn more about the subject.

Ask yourself; Am I interested in the theory and the ideas about the subject or in the look and feel of it? Would I rather read about it or look at pictures? If it's the pictures, rather than the reading, make a collage of the most exciting pictures for a display. If it's the reading, put together a collection of the most interesting articles you've come across.

Of course, the one subject you happen to pick for you "Clip and Save" project won't exhaust your interests by a long shot. All people have more interests than they can possible develop in any serious way. The trick is to try to sort out the activities that really interest you from the temporary variety.

BITE LOG

CAREER CLUSTER BUSINESS AND OFFICE OCCUPATIONS

TIME ELEMENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Two hours each day		September 26 - 30, 1977		
DATE	9 / 26	9 / 27	9 / 28	9 / 29	9 / 30

RESOURCE PERSON Mr. Curtis Tucker

State Assembly from Inglewood - Described his Offices both in Inglewood and Sacramento & Support Services

DATE Wednesday 9/28/77 SCHOOL SITE Morningside

ONE CLASS ___ COMBINED CLASSES ___ NUMBER OF STUDENTS 23

VISITATION Inglewood City Hall - City Clerk's Office, Finance Dept., Printing, Drafting, Billing, Water & Power, Administrative Offices, Personnel

LOCATION 1 Manchester Avenue - Inglewood, CA

HOST Lorenzo Moto, Personnel Department

STUDENT 'HAND-OUTS' (a) Employment Application, (b) Business Training & Distributive Education (c) Common Core Competencies (d) Chart of Competency Modules (e) Excerpts of Competency Modules (f) Instructional Curriculum of Distributive & Office Occupations (g) Program Summary (h) Business Administration (i) Guidelines for Skill and Competency Content

STUDENT ASSIGNMENTS Fill out application blanks. Read and Discuss other handouts.

EVALUATION Speaker was a good Beginning Speaker as he had a wealth of experiences to relate in so far as the kinds of office help he employs and how much they each get paid.

COMMENTS (USE REVERSE SIDE OF SHEET, IF ADDITIONAL SPACE IS NEEDED)

City Hall was all that could be desired for experiences in Office Occupations.

Not enough time for visitation.

Copies to:
Mr. Cruz
Mr. Goldsmith
Mr. Roberts

MARTHA MORALES
BITE TEACHER-COUNSELOR

EMPLOYMENT APPLICATION

FILL IN COMPLETE

If applicant is employed this becomes a permanent record as some of this information may be wanted for Unemployment Insurance and Old Age Pension records)

SOCIAL SECURITY ACCOUNT NO. _____ DATE _____ 19 ____

PRINT NAME IN FULL _____ PHONE _____
LAST FIRST MIDDLE

ADDRESS _____ CITY _____ STATE _____

_____ MALE ☐ FEMALE ☐ MARRIED ☐ SINGLE ☐ WIDOW (ER) ☐ DIVORCED ☐ CHILDREN ☐ _____

AGE _____ DATE OF BIRTH _____ WEIGHT _____ HEIGHT _____ HEALTH _____

OWN HOME ☐ LIVE WITH PARENTS ☐ ROOM ☐

BIRTH PLACE _____ CITIZEN ☐ NATURALIZED ☐ DATE _____ YEARS IN STATE _____ IN COUNTY _____

DEPENDENTS _____

EDUCATION _____

TRADE OR OCCUPATION _____ UNION AFFILIATION _____

TYPE OF WORK WANTED _____

ARE YOU RELATED TO ANYONE IN OUR EMPLOY? (Who and How) _____

REGISTERED WITH PUBLIC EMPLOYMENT OFFICE? _____ DISTRICT _____

LODGES _____

INSURANCE CARRIED - LIFE $ _____ HEALTH $ _____ ACCIDENT $ _____

BANK ACCOUNTS _____

EVER BEEN BONDED; AND FOR WHAT AMOUNT $ _____

EMPLOYED AT PRESENT _____ HOW LONG SINCE LAST EMPLOYMENT _____

PREVIOUS EMPLOYMENT (Last position first)

	From	To	Name and Address of Employer	Rate of Pay	Position	Reason for leaving
1						
2						
3						
4						

SAMPLE - ONE OF THE EMPLOYMENT APPLICATION FORMS USED AS A STUDENT ASSIGNMENT - ACTIVITY

CHARACTER REFERENCES (People who know you well, either personally or in business)

1. Name _____ Address _____ Phone _____

2. Name _____ Address _____ Phone _____

3. Name _____ Address _____ Phone _____

IN CASE OF ACCIDENT NOTIFY: NAME _____

ADDRESS _____ PHONE _____

SIGNATURE OF APPLICANT _____ C-13

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222G

Employment Application

An equal opportunity employer

Los Angeles Division
North American Rockwell

International Airport
Los Angeles, California 90009
Employment Office:
5701 West Imperial Highway
Los Angeles, California

• PLEASE USE INK AND PRINT ALL NAMES

SOURCE CODES

H.S. _____

LOC. _____

COLL. _____

COMP. _____

DATE REC'D. _____

NAME _____ LAST _____ FIRST _____ MIDDLE _____

LAST NAME FIRST MIDDLE (IF MARRIED WOMAN GIVE MAIDEN NAME)

STREET ADDRESS CITY STATE ZIP CODE

TELEPHONE NO. _____ SOCIAL SECURITY NO. _____
AREA CODE PHONE NUMBER

AGE _____ DATE OF BIRTH _____ SEX _____ HEIGHT _____ WEIGHT _____ MARITAL STATUS _____
MO. DAY YEAR

"The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age."

NO. MINOR CHILDREN _____ AGES OF MINOR CHILDREN _____

HAVE YOU EVER WORKED AT NORTH AMERICAN ROCKWELL? ☐ YES ☐ NO IF YES, WHERE & WHEN? _____

HAVE YOU PREVIOUSLY APPLIED AT NORTH AMERICAN ROCKWELL? ☐ YES ☐ NO IF YES, WHERE & WHEN? _____

DESCRIBE THE TYPE OF WORK YOU DESIRE _____

ACADEMIC TRAINING

HIGH SCHOOL ATTENDED _____ _____ _____ _____
NAME CITY STATE GRADUATION DATE OR HIGHEST GRADE COMPLETED & DATE OF COMPLETION

UNDERGRADUATE COLLEGE RECORD (GRADE TRANSCRIPTS ARE DESIRABLE)

NAME AND ADDRESS OF COLLEGE OR UNIVERSITY	ATTENDED FROM MO.	FROM YR.	TO MO.	TO YR.	MAJOR SUBJECTS	OVERALL GRADE POINT	HOURS OF CREDITS FOR DEGREES COMPL'D.	REQ'D.	DEGREE	DATE RECEIVED OR ANTICIPATED
						A =				
						A =				

CLASS STANDING _____ OUT OF _____ IF NO DEGREE, TOTAL UNITS _____

GRADUATE RECORD (GRADE TRANSCRIPTS ARE DESIRABLE)

NAME AND ADDRESS OF COLLEGE OR UNIVERSITY	FROM MO.	FROM YR.	TO MO.	TO YR.	MAJOR SUBJECTS	OVERALL GRADE POINT	HOURS OF CREDITS FOR DEGREES COMPL'D.	REQ'D.	DEGREE	DATE RECEIVED OR ANTICIPATED
						A =				
						A =				

TITLE OF THESIS AND OR DISSERTATION _____

SCHOLARSHIPS _____ RECEIVED FROM _____

OTHER EDUCATION (TRADE, TECHNICAL, CORRESPONDENCE AND MILITARY)

NAME AND ADDRESS OF SCHOOL(S)	COURSE	DATE

INDICATE YOUR SOURCE OF REFERRAL TO NORTH AMERICAN ROCKWELL (CHECK ONE)

☐ FRIENDS ☐ COMPANY EMPLOYEES ☐ NEWSPAPER ADVERTISING ☐ MAGAZINE ADVERTISING
☐ COLLEGE ☐ CAMPUS INTERVIEW ☐ ORGANIZATION/AGENCY IF SO, WHAT _____
☐ OTHER _____

EMPLOYMENT LIST ALL JOBS AND ACTIVITIES INCLUDING MILITARY SERVICE, SCHOOLS, PART TIME EMPLOYMENT WHILE IN SCHOOL, AND SELF-EMPLOYMENT FOR THE PAST 10 YEARS. PLEASE ALSO LIST SIGNIFICANT EXPERIENCE MORE THAN 10 YEARS AGO. BEGIN WITH MOST RECENT.

MAY WE CONTACT YOUR PRESENT EMPLOYER FOR REFERENCES? _____

EMPLOYER _____ (PRESENT OR MOST RECENT) ADDRESS _____ STREET CITY STATE

NAME AND TITLE OF SUPERVISOR: _____

YOUR POSITION AND DESCRIPTION OF DUTIES: _____

FROM MONTH YEAR

TO MONTH YEAR

BASE * PAY $ PER

REASON FOR LEAVING

OFFICE USE

EMPLOYER _____ ADDRESS _____ STREET CITY STATE

NAME AND TITLE OF SUPERVISOR: _____

YOUR POSITION AND DESCRIPTION OF DUTIES: _____

FROM MONTH YEAR

TO MONTH YEAR

BASE * PAY $ PER

REASON FOR LEAVING

EMPLOYER _____ ADDRESS _____ STREET CITY STATE

NAME AND TITLE OF SUPERVISOR: _____

YOUR POSITION AND DESCRIPTION OF DUTIES: _____

FROM MONTH YEAR

TO MONTH YEAR

BASE * PAY $ PER

REASON FOR LEAVING

EMPLOYER _____ ADDRESS _____ STREET CITY STATE

NAME AND TITLE OF SUPERVISOR: _____

YOUR POSITION AND DESCRIPTION OF DUTIES: _____

FROM MONTH YEAR

TO MONTH YEAR

BASE * PAY $ PER

REASON FOR LEAVING

EMPLOYER _____ ADDRESS _____ STREET CITY STATE

NAME AND TITLE OF SUPERVISOR: _____

YOUR POSITION AND DESCRIPTION OF DUTIES: _____

FROM MONTH YEAR

TO MONTH YEAR

BASE * PAY $ PER

REASON FOR LEAVING

EMPLOYER _____ ADDRESS _____ STREET CITY STATE

NAME AND TITLE OF SUPERVISOR: _____

YOUR POSITION AND DESCRIPTION OF DUTIES: _____

FROM MONTH YEAR

TO MONTH YEAR

BASE * PAY $ PER

REASON FOR LEAVING

UNEMPLOYMENT HISTORY (DURING PAST 10 YEARS) IF THERE ARE ANY UNEMPLOYED PERIODS OF A MONTH OR MORE BETWEEN SCHOOLING, MILITARY, OR EMPLOYED PERIODS, PLEASE LIST THE DATES, ALONG WITH THE NAMES AND ADDRESSES OF PERSONS OTHER THAN RELATIVES WHO CAN CONFIRM THIS INFORMATION.

FROM MO	FROM YR	TO MO	TO YR	NAME OF REFERENCE	ADDRESS

*Base pay is your basic rate of pay excluding overtime premiums, special bonuses or allowances. The rates you indicate may be checked with your former employers.

ACHIEVEMENTS

LIST PUBLICATIONS AND/OR INVENTIONS AND ANY SCIENTIFIC AWARDS YOU HAVE RECEIVED

LIST ORGANIZATIONS (EXCLUDING LABOR, RACIAL AND RELIGIOUS) TO WHICH YOU HAVE BELONGED IN THE LAST TEN YEARS. INCLUDE ENGINEERING, SCIENTIFIC AND HONORARY SOCIETIES. (IF NONE, WRITE NONE) DO NOT USE ABBREVIATIONS.

INDICATE PRINCIPAL HOBBIES:

FULL NAMES AND ADDRESSES OF TWO PERSONS FAMILIAR WITH YOUR TECHNICAL ABILITY WHOM WE MAY CONTACT

FIRST NAME	MIDDLE	LAST	ADDRESS

MILITARY

ARE YOU REGISTERED UNDER SELECTIVE SERVICE LAW? SELECTIVE SERVICE CLASSIFICATION PRESENT / PREVIOUS

LOCAL BOARD ADDRESS STREET CITY STATE SELECTIVE SERVICE NO.

WERE YOU EVER A MEMBER OF THE ARMED FORCES OF THE U.S.? BRANCH RANK

DATE ENTERED DATE OF SEPARATION TYPE OF DISCHARGE

ARE YOU A MEMBER OF THE ACTIVE RESERVE? BRANCH

LOCATION STREET CITY STATE COMMANDING OFFICER NAME RANK

REFERENCES

LIST TWO – USE FULL NAMES – ONLY PERSONS WHO HAVE KNOWN YOU FOR FIVE YEARS OR MORE. DO NOT GIVE FORMER EMPLOYERS OR RELATIVES.

FIRST NAME	MIDDLE	LAST	ADDRESS	OCCUPATION	HOW LONG KNOWN

CLEARANCES

1. HAVE YOU EVER HELD A SECURITY CLEARANCE? ☐ YES ☐ NO IF YES, WHEN?

   EMPLOYER WHEN GRANTED? LEVEL?

2. HAVE YOU EVER HAD A SECURITY CLEARANCE SUSPENDED, DENIED OR REVOKED? ☐ YES ☐ NO

   (IF YES PLEASE EXPLAIN IN DETAIL UNDER "REMARKS" ON PAGE 4.)

PERSONAL

HAVE YOU EVER USED ANOTHER NAME WHILE IN THE ARMED FORCES OF THE U.S., IN PAST EMPLOYMENT OR WHILE ATTENDING SCHOOL? ☐ YES ☐ NO

IF YES, GIVE NAME(S) WHERE USED AND DATES USED _____

_____

HUSBAND'S OR WIFE'S FULL NAME: _____
FIRST MIDDLE LAST

ADDRESS: _____
NUMBER STREET CITY STATE ZIP CODE

SPOUSE'S OCCUPATION (IF EMPLOYED) _____ EMPLOYER _____

NAME OF PERSON OTHER THAN SPOUSE TO BE NOTIFIED IN CASE OF EMERGENCY: _____
FIRST MIDDLE LAST

ADDRESS: _____
NUMBER STREET CITY STATE ZIP CODE PHONE NUMBER

DO YOU HAVE FRIENDS OR RELATIVES WORKING AT NORTH AMERICAN ROCKWELL? ☐ YES ☐ NO IF YES, LIST NAMES UNDER "REMARKS."

The following information concerning citizenship is furnished for the purpose of securing employment with North American Rockwell Corporation, which I have been advised is engaged in the performance of contracts with the United States government and is furnished with full knowledge of Section 911 of Title 18 of the U.S. Code, which provides as follows: "Whosoever falsely and willfully represents himself to be a citizen of the United States shall be fined not more than $1,000.00 or imprisoned not more than 3 years."

ARE YOU A UNITED STATES CITIZEN? WRITE (DO NOT TYPE OR PRINT) YES OR NO _____ CAN YOU, AFTER EMPLOYMENT, SUBMIT PROOF OF CITIZENSHIP? ☐ YES ☐ NO

Are you now, or have you ever been, a member of: (1) The Communist Party, U.S.A., or any subdivision of the Communist Party, U.S.A.? (2) an organization that to your present knowledge advocates the overthrow of the constitutional form of government of the United States by force or violence or other unlawful means?

WRITE (DO NOT TYPE OR PRINT) YES OR NO _____ IF ANSWER IS YES, PLEASE SHOW NAME OF THE ORGANIZATION, DATES OF YOUR MEMBERSHIP, YOUR UNDERSTANDING OF THE AIMS AND PURPOSES OF THE ORGANIZATION AT THE TIME OF YOUR MEMBERSHIP, UNDER "REMARKS."

HAVE YOU EVER BEEN FOUND GUILTY OF ANY CRIME OR ARE YOU NOW BEING CHARGED WITH THE COMMISSION OF ANY CRIME? (YOU MAY OMIT (1) TRAFFIC VIOLATIONS FOR WHICH YOU PAID A FINE OF $50.00 OR LESS, AND (2) ANY OFFENSE COMMITTED BEFORE YOUR 21ST BIRTHDAY WHICH WAS FINALLY ADJUDICATED IN A JUVENILE COURT OR UNDER A YOUTH OFFENDER LAW.) INCLUDE CONVICTIONS BY GENERAL COURTS-MARTIAL WHILE IN THE MILITARY SERVICE.

WRITE (DO NOT TYPE OR PRINT) YES OR NO _____ IF ANSWER IS YES, PLEASE SHOW FOR EACH OFFENSE, DATE, CHARGE, PLACE, COURT, AND ACTION TAKEN, UNDER "REMARKS."

LIST ALL YOUR PAST RESIDENCE ADDRESSES FOR THE LAST 5 YEARS. IF YOU WERE IN THE ARMED FORCES, LIST ADDRESS JUST PRIOR TO ENTERING.

STREET ADDRESS	CITY	STATE	FROM MONTH	FROM YEAR	TO MONTH	TO YEAR

REMARKS (Attach additional sheet if necessary)

I hereby certify that the answers given by me to the foregoing questions and statements are true and correct, without mental reservations of any kind whatsoever and hereby authorize North American Rockwell Corporation to verify same. If employment is obtained under this application I will comply with all orders, rules and regulations of the company. I agree to submit to physical examination. I also authorize my former employers and educational institutions to give any information they may have regarding me whether or not it is on their record. I hereby release them and their organizations from all liability for any damage whatsoever for issuing same. If upon investigation, anything contained in this application is found to be untrue, I understand I will be subject to dismissal at any time during the period of my employment.

WE APPRECIATE YOUR INTEREST IN NORTH AMERICAN ROCKWELL AND THE TIME YOU HAVE TAKEN TO PREPARE THIS APPLICATION

INTERVIEWER _____ DATE _____ SIGNATURE OF APPLICANT _____ DATE _____

FILE	INV.	REV.

FINAL _____ DATE _____

4-1-70

BUREAU OF BUSINESS EDUCATION

GUIDELINES FOR SKILL AND COMPETENCY CONTENT
IN SELECTED OFFICE OCCUPATIONS

(X=Primary skill ●=Secondary skill)

	SKILL & COMPETENCY UNITS	Bookkeepers 14.0102	Cashiers 14.0103	Machine Op. 14.0104	Per. Equip. op. 14.0202	Key Punch 14.020201	Dup. Mach. op. 14.0301	File Clerk 14.0302	Gen. Off. Clk. 14.0303	Messengers 14.0405	Reception- ist 14.0406	Shipping & Rcg 14.0503	Stock Clk. 14.0504	Stenos 14.0703	Clerk Typ. 14.0901	Typists 14.0902
1	Accounting/Bookkeeping	X		●	●									●		
2	Arithmetic	X	X	X	X	X	X	X	X		X	X	X	X	X	X
3	Adding Machine 10-key	X	X	X				X	X		X	●	X	X	X	X
4	Handwriting	X	X	X	X	●	●	X	X	X	X	X	X	X	X	X
5	Cashiering		X								X					
6	Filing	X	X	●	X	X	●	X	X	X	X	X	X	X	X	X
7	Telephone Technique	X	X	●	●	●	●	X	X	●	X	●	X	X	●	●
8	Typing, up to 40 wpm	X			X	X	X	X	X		X				X	
9	Typing, over 40 wpm													X		X
10	Typing, electric													X	X	X
11	Keeping simple records		X				●	X	X	X	X	X	X	X	X	●
12	Spelling	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13	Bookkeeping Machines			X												
14	Reading Instructions	X	●	X	X	X	X	X	X	X	X	X	X	X	X	X
15	Word Usage	●	●	●	●	●	●	●	X		X	●	●	X	X	X
16	Writing Reports & forms	X	●		X	X		●	X	●	X	X	X	X	X	X
17	Calculating Machines	X		X					●							
18	Use of Ref. Materials	●	●	●	X	X	●	●	X	●	X	●	●	X	X	X
19	Shorthand													X		
20	Switchboard or PBX										X					
21	Duplicating Machines						X		X					●	X	●
22	Transcription Machine										●			X	X	X
23	Cash Register Oper.		X													
24	Work Planning, Indep.	X	●	X	X	●	X	X	X	●	X	X	●	X	X	X
25	Composing letters, memos										●			X	●	●
26	Data processing, theory	●			X	X							●			
27	Key punch training				X	X										
28	(unit record) Peripheral Equip. Oper.				X											
29	Shipping & Receiving procedurs	●										X	X			
30	Use of Catalogs & Directories	●	●	●	●	●	●	●	●	●	●	X	X	X	X	X

2-A

Business Administration

Although business administration, like most other areas, has been affected by the slowdown in the economy, the field still offers opportunities for the person seeking his first job. In many cases, you can get an office job with some high school training and lots of enthusiasm. Entry-level jobs such as receptionist or bank teller can provide an excellent business background and often lead to higher paying positions with more responsibility. Those who go on to college will find that the Masters of Business Administration is one of the hottest degrees going. Many companies look to M.B.A. graduates to fill their management training positions.

Business is especially open for women and minorities since Congress gave the Equal Employment Opportunity Commission the power to bring lawsuits against companies not complying with EEOC standards. Several court decisions against large, well-known firms have meant all businesses are reviewing their hiring, promotion and pay policies. This means two things. First, more and more college-educated women and minorities are finding exciting opportunities in business, especially in accounting, finance and management. Second, as salaries for so-called "women's work" go up to satisfy the EEOC, men who don't have college are finding jobs like secretary, bank teller and telephone operator attractive.

The economic situation has, to some extent, helped the business and office market. The rising need for consumer credit, for insurance to provide basic financial protection, and for increased banking plans has opened up new jobs in these areas. Also, the ever increasing "paper explosion" of the last several years has meant that more people are needed to do the clerical work that keeps business running smoothly. Business is the profession of getting things done, and as more things need to be done, there are more jobs. Some of the most popular business jobs are listed below.

TRAINING		DESCRIPTION	SALARY[1]	YOU NEED
time	type			
none	on the job	**Receptionist.** Besides greeting clients, often does light typing or filing. *	$5,200-5,600	Common sense, personality, good smile.
none	h.s. typing	**Typist.** *	$5,600-6,000	40-50 wpm; good spelling; concentration.
none	h.s. courses	**Bookkeeper.** Automation has cut jobs. •	$5,600-6,600	Good concentration, ability with numbers.
1-3 wks.	on the job	**Bank Teller.** *	$5,800-6,200	Maturity, neatness, tact and courtesy.
1-3 wks.	formal on the job training	**Telephone Operator.** Big businesses also hire operators. °	$6,800-7,200	Pleasant voice; ability to sit for long periods.
1-3 wks.	on the job	**Postal Clerk.** Big corporations have mail rooms and postal clerk jobs, too. °	$6,200-9,000	Good memory, coordination, ability to read accurately.
2-4 wks.	on the job	**Keypunch Operator.** Prepares data cards for computers. •	$5,500-6,200	Typing ability, good concentration, accuracy, speed.
2-6 wks.	on the job	**File Clerk.** Sometimes this job means operating electronic retrieval systems. •	$5,200-5,600	Read accurately and rapidly, spell well, good with details.
2 yrs.	vo-tech schl. or jr. college	**Secretary.** The difference between a stenographer and a secretary, says an expert, is that a secretary thinks. **	$6,000-7,500	Common sense, good hearing, spelling ability, grammar skills, ability to organize things, good memory and typing skills.
3-4 yrs.	computer schl. or college	**Computer Programmer.** Some highly technical jobs require master's degree. **	$8,900-12,000	Ability to think logically and with imagination; accuracy; patience.
4 yrs.	college	**Personnel Worker.** Hires people, counsels employees and develops wage scales. **	$9,600-10,000	Speak and write effectively; work well with people. Ability to see both labor and management points of view.
4 yrs.	college	**Accountant.** Handles corporate finances, audits, prepares tax returns and budgets. **	$9,500-9,900	Math ability, conscientiousness, neatness, accuracy.
4 yrs.	college	**Bank Officer** (or management trainee). Who gets the loan? Advises small businesses. *	$8,800-11,000	Be a good judge of people and businesses.
4-6 yrs.	college + grad schl.	**Systems Analyst.** Figures out problems that computers can solve; recommends equipment, methods, etc. **	$11,000-13,000	Logical thinking, concentration on details, ability to work independently.
4-6 yrs.	college + grad schl.	**Urban (or Community) Planner.** Estimates a community's long range needs and plans the best way to meet those needs. *	$11,000-12,000	Flexible in thinking, able to see effects of plans and ideas and develops a workable policy.

THE RATINGS: ** Prospects excellent; * Prospects good; • May have to hunt some; ° Prospects poor

[1]Average beginning salaries. Pay goes up with job experience. Salaries vary by region and may be higher or lower than these figures.

BUREAU OF BUSINESS EDUCATION
III
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PROGRAM SUMMARY - DISTRIBUTIVE & OFFICE EDUCATION PROGRAMS

Instructional Program and Code	Program Level[1]	Continuing Program	New Program[2]	Total Estimated Enrollment: Secondary	Total Estimated Enrollment: Adult-prep.	Total Estimated Enrollment: Adult-supl.	Estimated enrollment of disadvantaged & handicapped persons[3]: Disadvantaged Secondary	Disadvantaged Adult	Handicapped Secondary	Handicapped Adult	Estimated number to complete program this year: Secondary	Adult-prep.	Adult-supl.	Estimated Secondary Enrollment[4]: Vocational Work Exp. Ed.	Cooperative Education
14.0303 General Office Clerk															
14.0703 Stenographer															
14.0901 Clerk Typist															
04.08 General Merchandising															
Special Programs[3]															

Youth Group Activities:

Clubs or organizations: _____ _____

Student Membership: _____ _____

[1]S=Secondary, A-P=Adult Preparatory, A-S=Adult Supplementary

[2]Not previously offered by the district

[3]Enter number of disadvantaged and/or handicapped persons for which services are provided within the regular vocational instruction program, (see State Plan 3.12, 3.13). For special programs enrolling only handicapped and/or disadvantaged persons, show as a separate code and title and enrollment.

[4]Of all secondary students enrolled in each program, enter the number also engaged in Vocational Work Experience Education and/or Cooperative Education (duplicated count).

BUREAU OF BUSINESS EDUCATION
II
DISTRIBUTIVE AND OFFICE EDUCATION
THE INSTRUCTIONAL CURRICULUM
BY OCCUPATIONS & COURSES

(Enter titles of vocational, office, and distributive education courses, then use check in appropriate column for each instructional program)

INSTRUCTIONAL PROGRAM	COURSES																							
Teachers (full-time equiv.)																								
Sections																								
Bookkeepers 14.0102																								
Cashiers 14.0103																								
Machine Operator 14.0104																								
Peripheral Equipment Oper. 14.0202																								
Key Punch 14.020201																								
Duplicating Machine Oper. 14.0301																								
File Clerk 14.0302																								
General Office Clerk* 14.0303																								
Messengers 14.0405																								
Receptionists 14.0406																								
Shipping, Receiving 14.0503																								
Stocks & Inventory Clerk 14.0504																								
Stenos* 14.0703																								
Clerk Typists* 14.0901																								
Typists 14.0902																								
Food Distribution 04.06																								
General Merchandising* 04.08																								
Petroleum 04.16																								

*Basic high school programs

EXCERPTS OF COMPETENCY MODULES

COMMON CORE MODULE NO. 4 -- HANDWRITING

Condition (What will student be given?)	Performance (What will student do?)	Standard (How well will student do?)
4.1 Given 10 handwriting samples each illustrating one of the factors affecting legibility	the student will identify the factor decreasing the legibility of each sample	with 7 of the 10 samples correctly identified.

Instructional Ideas

4.1 Collect samples of students' handwriting until enough are obtained to illustrate the factors affecting legibility, as follows:

EASIEST TO READ:

10 factors affecting legibility listed from the factor affecting legibility least to the factor contributing most to illegibility

PRINTING

1. Normal handwriting, with none of the faults listed below
2. Uneven alignment
3. Reduced space between letters
4. Reduced space between letters and words
5. Light line (pen)
6. Heavy line (pen)
7. Reduced space between lines
8. Irregular slant
9. Increased space between letters and words
10. Poor letter formation

Materials

Handwriting samples

Film "Handwriting is Important," produced by Avis Films, 2408 West Olive Avenue, Burbank, California 91506

This list is taken from Leslie Quant's research, "What Factors Make Handwriting Hard to Read" (see BEDDS Catalog, Section 99.02). Other scales for measuring handwriting legibility are the Ayres Scale for Measuring Handwriting (see BEDDS 99.02) and the Detroit Public Schools Scale for Measuring Handwriting (see BEDDS 99.02).

Handwriting Unit by Catherine Phillips, BEDDS 99.02, State Department of Education, 721 Capitol Mall, Rm. 441, Sacramento, California 95814

CHART OF COMPETENCY MODULES

A. COMMON CORE
1. Adding Machine
2. Data Processing
3. Grooming
4. Handwriting
5. Instructions
6. Job Application
7. Making Change
8. Math Computations
9. Oral Communication
10. Reports, Manuals, Directories, et al.
11. Simple Business Records
12. Sorting, Checking, and Verifying
13. Spelling
14. Telephone
15. Working with People
16. Written Communication

B. OFFICE CORE
1. Duplicating
2. Filing and Retrieving
3. Mail
4. Petty Cash
5. Spelling
6. Typing
7. Working with People
8. Written Communication

C. GENERAL OFFICE CLERK
1. Adding Machine
2. Filing and Retrieving
3. Mail
4. Reports, Manuals, Directories
5. Simple Business Records
6. Telephone

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D. CLERK-TYPIST
1. Spelling
2. Typing

E. STENOGRAPHER
1. Spelling
2. Typing and Transcribing
3. Written Communication

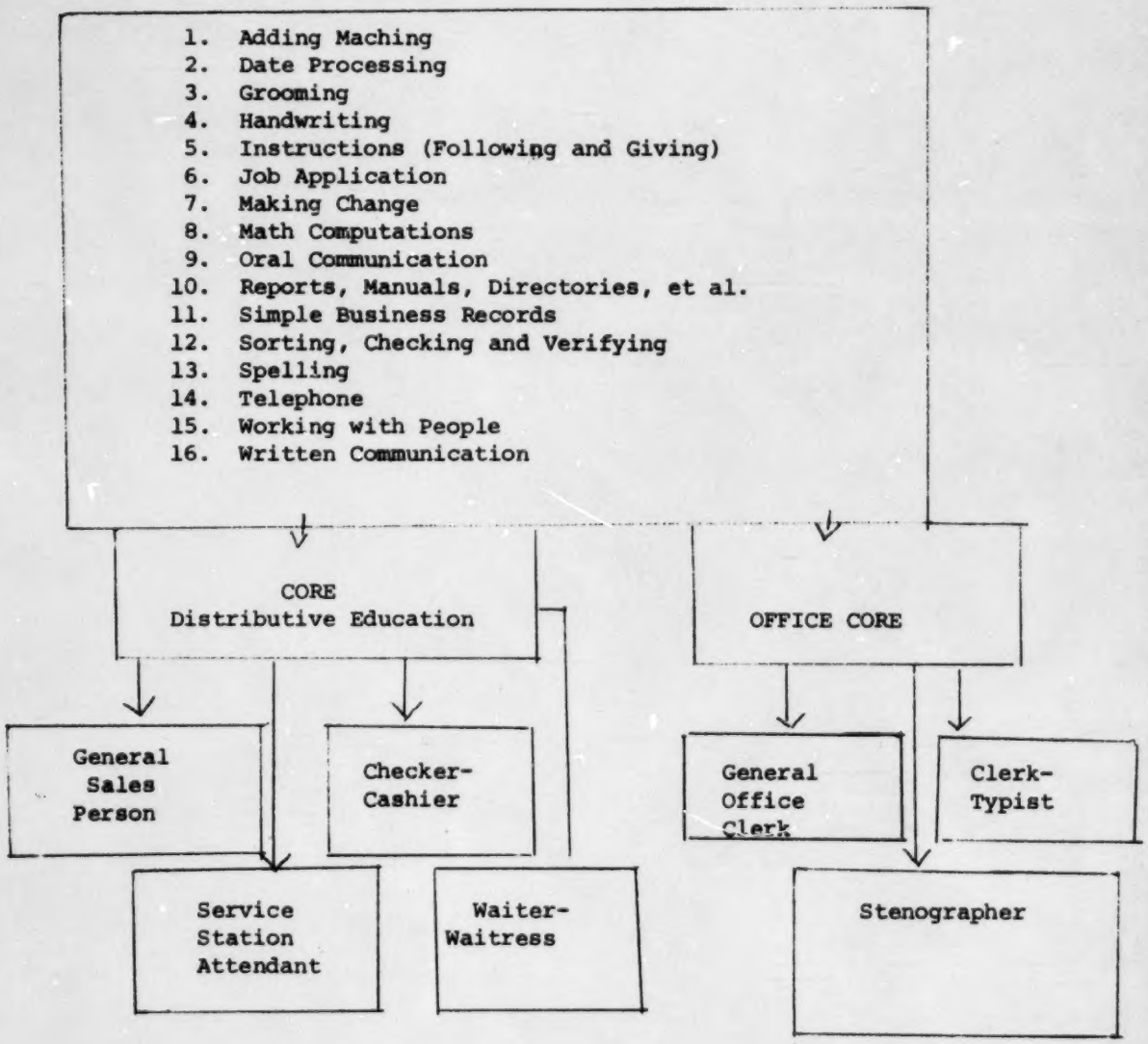
F. DISTRIBUTIVE CORE
1. Basic Salesmanship
2. Careers in Marketing Goods and Services
3. Cash Register
4. Completing Sales Records
5. Human Relations in D.E.
6. Marketing in Our Economy
7. Sales Promotion
8. Stock Keeping

* * * * * * *

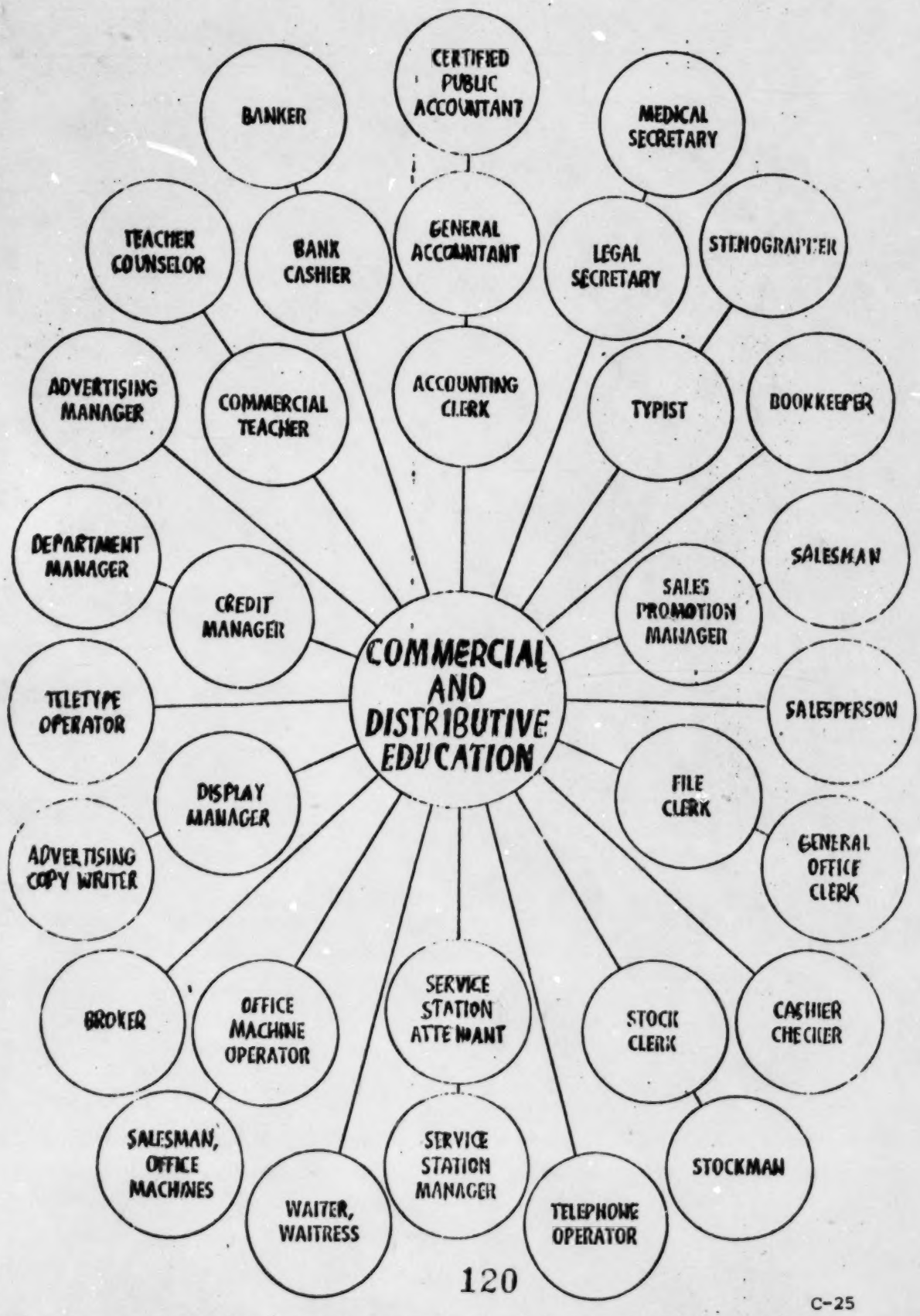
Specialties
9. Creative Sales
10. Display
11. Retailing Customer Services

G. DISTRIBUTIVE OCCUPATIONS
1. Cashier-Checker-Bagger
2. Salesperson, General
3. Service Station Attendant
4. Waiter-Waitress

Common Core Competencies: Competencies Common to Entry-Level Distributive and Office Occupations

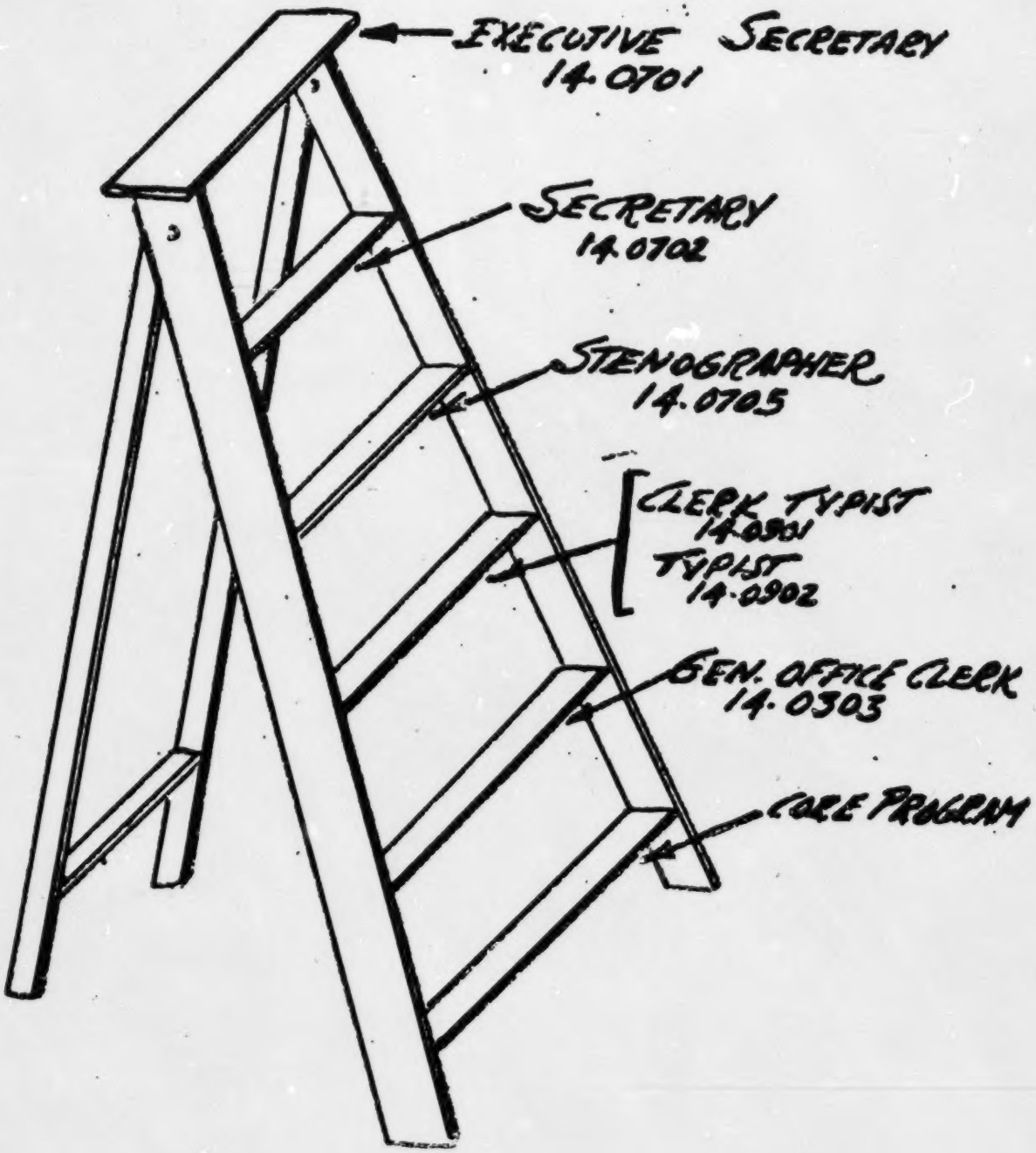


BUSINESS TRAINING AND DISTRIBUTIVE EDUCATION



Los Angeles County Superintendent of Schools Reproduced and Distributed by Career Education Section, Curriculum and Instruction

CAREER LADDER - OFFICE OCCUPATION CLUSTERS



BASIC SKILLS AND COMPETENCIES
COMMON TO OFFICE OCCUPATIONS CLUSTERS

STENOGRAPHER (Employable level #3)

Intermediate Typewriting: Continued speed development at 50-65 wpm; production skills

Shorthand: Theory; Transcribing from notes at production rates; Speed development - 80 - 120 wpm

Receptionist Skills: Greeting; Introductions, Appointments

CLERK TYPIST (Employable level #2)

Intermediate Typing: Speed development; Ruled tabulation; Business Forms; 45-60 wpm;
Executive typewriter and "Repro" typing optional; Enclosures

Machine Transcription: Machine operation; Work transfer; Production skills

Duplicating Machines: Spirit Master; Stencil; Photo machine

GENERAL OFFICE CLERK (Employable level #1)

Calculating Machines: Printing calculator; adv. training on 10-key; Electronic

Intermediate Typing: Business letters; Electric Typewriter; Carbons; Business forms; 35-45 wpm

Arithmetic: Mixed numbers and fractions; Payroll

Advanced Filing: Subject; Geographic; Numerical

Mail Handling: Sorting; Routing; Stamping

CORE

Grooming and Job applications, Human Relations

Data Processing: Terminology; Forms

Orientation to Reference Materials: Catalogs; Directories; Dictionaries; Secretarial handbooks

Verbal Communications: Formal; Informal; Telephone techniques

Record Keeping: Cash handling; Single entry

10-Key: Keyboard operation; Stress Addition

Filing: Alphabetical

Typing: Keyboard; Centering; Manuscript; Personal business letters; Tabulation 35 w.

Following Directions: Listening; Outline; Problem solving; Application

English: Grammar; Spelling; Punctuation; Handwriting; Word Usage

Arithmetic: Whole numbers; Decimals; Add; Subtract; Divide; Multiply

BUSINESS AND OFFICE

In this area the majority of the jobs require a certain amount of training before acquiring the job. The worker has to be trained in the particular skills before he enters the job market. (However, a certain amount of the job training is given by the individual companies.) There are numerous jobs and titles.

I Clerical or General Office - Entry level positions

Listed below are a few of the jobs in the general office area.

Bookkeeper - Keeps the books or records of a company. They deal with the companies finances.

The profits and losses - This position could lead to higher positions such as accountants or auditors.

Cashier - Uses cash register and totals money from customer in a buying and selling transaction.

File Clerk - Usually does alphabetic and numeric filing. No typing

Clerk Typist - types, filing, answers phones and other types of general office work. Entry requires typing of at least 40 words per minute.

General Office Clerk - little or no typing required. Duties include filing, answering phones, other general office work.(Handles mail, 10 key office machine.)

Stenographers - takes shorthand and types, answers phones and other duties. Typing speed 40 words per minute or better, shorthand speed 80 words per minute or better for most entry level positions.

Transcribers - transcribe from dictaphone. (Typing from a machine)

Receptionist - (Or PBX operator - operates switchboard) Answers phones, greets public, makes introductions and appointments.

II Specialized and Advance Clerical Office Work

(These are just a few of the positions)

Secretary - More experience and higher speeds in typing and shorthand than the stenographer. Duties involve more responsiblity. Works more closely with boss or bosses. Sometimes serves as an assistant.

Legal, Technical, Executive and Medical secretaries are a few of the types of titles secretaries can have. You will find a number of college graduates working as secretaries.

Accountants and auditor - More advanced and specialized positions related to the bookkeeper's area of work. College degree and/or work experience.

Keypunch Operator - special training on a keypunch machine. They punch information into cards and this information is feed into computers. (After becoming experienced can advance to operator and programmer)

Computer Operator - Operates Computer.

Computer Programmer - writes programs for computers that are to be stored and retained.

College graduation and work experience required.

III Administrative

Managers, office Supervisors, and other types of supervisors. Experience in the particular work area is required for these positions.

There are certain traits that are necessary for success in the office occupations.

1. Good grooming
2. The ability to get along with others
3. the ability to follow directions
4. the ability to communicate effectively orally.
5. tardiness and attendance.

The following courses should be taken in preparation for the jobs mentioned: typing, shorthand, bookkeeping and accounting, general business, office job training, secretarial procedures.
The higher level postiions require more on the job training and some college (JC-2 yrs) or a college degree. This area of work is one where there is great opportunity for advancement. This field offers the most successful and quickest types of training available. (Usually from 6 months to two years.)

Evaluation

The completion of letters of application and resumes could serve as tools for evaluation.

Resources/materials used: guest speakers, handouts, field trips, newspapers job applications, resumes, and letters of application, also films.

OFFICE EDUCATION.....(some examples of occupations)

Accountant
Accountant, Junior
Accountant, Cost
Accountant, Systems
Audit Clerk
Bookkeeper
Cashier
Bookkeeping Machine Operator
Payroll Clerk
Calculating Machine Operator
Teller
Digital Computer Operator
Card-Punch Operator
Tabulating Machine Operator
Cuplicating Machine Operator
File Clerk
Billing Clerk
General Office Clerk
Insurance Clerk
Statistical Clerk
Accounting Clerk
Correspondence Clerk
Mail Clerk
Messenger
Information Clerk

Receptionist
Compiler
Production Clerk
Shipping and Receiving Clerk
Stock and Inventory Clerk
Traffic Clerk
Purchasing Clerk
Personnel Clerk
Administrative Secretary
Secretary
Secretary, Legal
Secretary, Medical
Secretary, Technical
Secretary, Foreign-Language (French)
Secretary, Foreign-Language (Spanich)
Stenographer, GS-3
Stenographer, GS-4
Clerk-Typist
Typist
Statistical Typist
Progress Clerk
Adjustment Clerk
Credit Clerk
Order Clerk
Travel Clerk

SUGGESTIONS FOR STUDENT GRADING

Have student responses and contributions indicated interest and concern about the instructional modules?

Have student responses and contributions indicated careful reading of instructional materials?

Have students been able to relate occupations discussed and presented within an instructional module to other occupations within the module?

Have students been able to relate occupations within an instruction module to their personal experiences?

Can students analyze the differences and similarities among occupations within an insturctional modules?

Have students participated enthusiastically in class discussions and questioning resource people?

Have students participated enthusiastically in field trips and follow-up discussions of field trip discoveries?

Have students performed suggested activities and assignments related to instructional modules?

How well have students articulated their reasons for occupations preferences based on the career explorations of the instructional modules?

Have students demonstrated change in career maturity through improved understanding of occupations and occupational clusters?

Have students demonstrated growth in self-awareness and decision-making ability?

Have students demonstrated more than a fleeting interest....a genuine interest in finding out more about definite occupations?

Have informal tests and questionnaires given during the semester indicated student interest, effort, concern and growth?

Do anecdotal records of the teacher indicate student growth and maturity in career selection?

NOTE: You will have other ideas to add to this list.

APPENDIX D

REPRESENTATIVE CORRESPONDENCE

INGLEWOOD UNIFIED SCHOOL DISTRICT

401 SOUTH INGLEWOOD AVENUE · INGLEWOOD, CALIFORNIA 90301
ORCHARD 3-3110 . . . . . OREGON 8-3751

Date

Dear_____:

A limited number of tenth grade high school students who have not yet decided on a professional or occupational career will be accepted in a special half-day instructional program at Inglewood and Morningside High Schools. The program is called Project BITE (Business-Industry-Training-Education). The acronym BITE is used rather than the official title of the program - "The Effect of Career Awareness and Career Exploration Counseling on the Vocational Choices of Inner-City High School Students".

Project BITE will be implemented at Inglewood and Morningside High Schools in September, 1977 with the opening day of the new school year and will terminate in mid-year, February, 1978. Students selected for the program will br programmed to take their required courses for high school graduation in the morning, and the special career counseling program in the afternoon. The afternoon Project BITE program will feature full time teacher-counselors who will utilize visits to business and industry, special help from successful career men and women, individual help and special instructional materials. Project BITE has the special assistance of the Management Council for Merit Employment, Training, and Research.

There will be no charges or cost to parents and students for this program. Costs involved in this project, such as teacher salaries and student transportation (off-campus trips), have been funded to the University of California, Division of Vocational Education (UCLA Campus), by the California State Department of Education.

After participating in this special program your son or daughter should have a better idea of his or her interest in and the preparation required for a professional or occupational career.

YOUR HIGH SCHOOL STUDENT MAY PARTICIPATE IN THIS PROGRAM ONLY WITH YOUR PERMISSION. A Parent Consent Form is enclosed for your convenience. This form, properly filled out and signed, should be returned to _____ _____no later than _____if your son or daughter is to be considered for this special program.

Approvals Signature.

Questions about this program will be answered by the Counselors at the two high schools or _____.

D-1

FORM OF LETTER USED TO OBTAIN PARENT / GUARDIAN PERMISSION

UNIVERSITY OF CALIFORNIA, LOS ANGELES

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

DIVISION OF VOCATIONAL EDUCATION
LOS ANGELES, CALIFORNIA 90024
Project BITE
10995 Le Conte Avenue
Rm. 617
Los Angeles, CA 90024

Dear _____
Student

The BITE (Business-Industry-Training-Education) Program this semester has been designed to stimulate you to learn about yourself and the world of work. We hope you have enjoyed the program.

You should have made a start at looking at yourself...your interests, your abilities, your values. You should have learned that these qualities of your total personality play an important role in your future in the career you select. You have started your search for a satisfying career at the most logical place....A look at yourself. You have begun to sort out the qualities that make you what you are today and what you can become tomorrow.

You have heard presentations by your teacher and resource people from business and industry telling you about some of the many occupations that you can prepare for so that you may move toward a career in that field. You have participated in class discussions and assignments and gone on field trips to many places of interest in the world of work. You have had an opportunity to discover more about your self, explore some of the many career opportunities you have, develop a career awareness of the many jobs open to you, and discover occupational areas and jobs that interest you.

Here are the occupational areas that you explored and were made aware of this semester:

Business and Office - Activities involving management, record keeping, information processing and flow, and secretarial services.

Marketing and Distribution - Activities involving buying, selling, advertising, packaging, distributing, financing and insuring goods and services.

Fine Arts and Humanities - Activities involving the discovery of new ideas and applications of knowledge in writing, mathematics, languages, social sciences, performing arts, physical and life sciences, and visual arts.

Communication and Graphic Arts - Activities involving operation and maintenance of communication media such as television, radio, films, newspapers, magazines, and printing.

Construction - Activities involving the many practices and materials used in constructing and maintaining public buildings, industrial and business buildings and private homes and apartments.

Health - Activities in which medical knowledge, drugs, and medical equipment are used to care for sick and injured people, including such important services as record keeping, management, food, and maintenance.

Hospitality and Recreation - Activities involving serving people in such areas as travel, entertainment, housing, and recreation for spare or leisure time.

Environmental Control - Activities involving the protection and saving of of air, water, land, natural resources, and all living things.

Personal Services - Activities involving service to people such as hair and cosmetic care, laundry and dry cleaning, and home and building maintenance.

Manufacturing - Activities involving designing and creating machines, equipment, products, tangible goods and producing and maintaining such products.

Consumer and Homemaking related - Activities involving buying, preparing, and serving food, producing wearing apparel and home furnishings and decorations, and teaching these crafts.

Public Services - Activities involving the provision for government and social services, teaching and protection services to the public with special help for those who are handicapped by poverty, old age and illness.

Agri-Business and Natural Resources - Activities involving the producting and distributing of agricultural products as well as the study, conservation, use, and maintenance of natural resources.

Marine Science - Activities involving study and use of the ocean and the rivers including marine plants, animals and minerals.

Transportation - Activities involving moving people and goods from one place to another by air, land and sea including driving and operating all kinds of vehicles, loading equipment, arranging schedules, and doing sales work.

So you have made a beginning in your search for a satisfying and rewarding career. Don't stop now! Sharpen your awareness, explore your career interests.

Here are some suggestions you may wish to use to continue your search for a career.

Explore the world of work by trying to apply yourself to occupational areas you find of interest. See if you can enroll in a work experience class in school. Get your own part-time job after school. Get first-hand personal experience about whether you like a particular job or don't. And remember, it is just as important to find that you don't like a certain job as it is to find that you do like a certain job.

Share your thinking about yourself and your career with everyone who will listen . . . your parents, teachers, counselors, and friends. This talking with others will help clarify your ideas and perhaps correct some of your wrong ideas about yourself and the world of work.

Be as open minded as you can about selecting a career. Don't say "I've made up my mind that I want to be an artist, so I won't even think about being a civil engineer." It's good to know what you want to do, but it's even better when you know something about the choices you have rejected. Remember, sometime in the future you may change your mind.

Remember, when you find out about a job, apply what you know to yourself. "Does the daily routine bore me or challenge me?" "Would I enjoy doing that kind of work?" "What about chance of job promotions?" "Would I be good, average, or poor at doing that kind of work?" These kinds of questions will go through your mind as you try and find the career you want. These questions, and your answers, will help you find the career that will be satisfying and rewarding.

When you discover the career you are interested in, work with your teachers and counselors so that your school program will help you achieve your goal. The classes you take in high school are important in meeting requirements for college or advanced training.

We hope you have enjoyed this class. If you can think of things that would make the class more interesting and helpful . . . . . tell us.

_____

BITE Teacher-Counselor

cc: Student's Parent/Guardian

SAMPLE - STUDENT FOLLOW-UP LETTER (WITH PARENT/GUARDIAN COPY) SENT AT CONCLUSION OF PROGRAM ON SCHOOL DISTRICT LETTERHEAD SIGNED BY A DISTRICT ADMINISTRATOR

UNIVERSITY OF CALIFORNIA, LOS ANGELES

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

DIVISION OF VOCATIONAL EDUCATION
LOS ANGELES, CALIFORNIA 90024

Project BITE
Rm. 617, Unex. Admin. Bldg.
Los Angeles, CA 90024

Mr. Abe Kotin
Director of Education Services
Los Angeles Times
Times Mirror Square
Los Angeles, CA 90015

Dear Abe:

Thanks for your very real assistance to our Project BITE!

I received the copies of the "Careers 1977" supplement to the Los Angeles Times this past weekend thanks to the excellent shuttle service of Kiskadden - Lefmann. The copies were taken to the two BITE classes at Morningside High School and Inglewood High School and have already been issued to students as a part of a class assignment. The copies you furnished are at work in the instructional program!

I am enclosing a copy of the abstract of the BITE project for your information and understanding.

Thanks, Abe, YOU and the Los Angeles Times have helped!

Cordially,

J. Lyman Goldsmith
Director

JLG:mw

SAMPLE - REPRESENTATIVE CORRESPONDENCE IN ACQUIRING INSTRUCTIONAL MATERIAL FOR PROJECT

INGLEWOOD UNIFIED SCHOOL DISTRICT

401 SOUTH INGLEWOOD AVENUE · INGLEWOOD, CALIFORNIA 90301
ORCHARD 3-3110 . . . . . OREGON 8-3751

Dear

Two classes of tenth grade students, one at Inglewood High School and one at Morningside High School, are participating in a special instructional program called "Project BITE" (the acronym for Business-Industry-Training-Education). A brief summary of the program is enclosed.

Talks to the students by resource people in the community are being scheduled to high-light the various occupational fields in the world of work. During the week of _____, the students will be studying a unit on _____. We would like to have you, or a member of your organization, make a 30 minute presentation to the combined classes (50 students) at 1:30 p.m. on _____ or _____.

We would hope that you would be able to tell the students about the various kinds of jobs within your organization, job requirements and responsibilities, and career information and opportunities in general. Your talk, will assist our students in becoming aware of the many ways people earn a living in your occupational area.

Your participation in this program will indicate a real Business-Industry-Education partnership and make a meaningful and realistic contribution to our students.

Your immediate response is requested so that we can 'plan ahead' for our instructional program. Your response or questions may be given to either of us.

Sincerely,

SAMPLE - FORM OF LETTER SENT OUT TO PROSPECTIVE RESOURCE PERSONS

Martha Morales
Inglewood High School
231 South Grevillea Avenue
Inglewood, CA 90301
674-8520

Kenneth Roberts
Morningside High School
10500 Yukon Avenue
Inglewood, CA 90303
671-8251

PROJECT BITE

SAMPLE - FORM SENT TO RESOURCE PERSONS AS A PART OF THEIR FOLLOW-UP AFTER SCHEDULING THEIR CLASS PRESENTATION

AS A RESOURCE PERSON YOU ARE IMPORTANT in our career exploration program. Here are a few hints that you may find useful and helpful in visiting our BITE (Business-Industry-Training-Education) class and talking to and with our students.

...Please wear to class the kind of clothes you usually wear on the job, particularly if you normally wear some kind of a uniform to work.

...Please bring to class, if it's possible and practical, a few special items or tools that you use in your work, especially if they are things our students probably do not know about.

...Please be prepared to explain a typical workday - both the things that are routine and the special things that occur occasionally.

...Please understand that our students will really be interested in you and your work.....Here are some kinds of questions the students may ask:

How did you get your job?

How long have you worked in this job?

Did you have other jobs before you got this one?

Are there special skills needed to do you job? Special knowledge?

How did you learn your job? Does it require special training?

Are there special words you use in your job that other people would not understand? Please give some examples.

How good is your pay? (not a specific figure, just a general answer will satisfy)

Do you have job security? Are you unionized? Is the work seasonal?

What do you like most about your job? What do you dislike most?

Are there any special safety or danger features on your job?

Of course, with students of this age (they are only 10th graders) it is hard to be sure in advance just what they will ask or what they will find most interesting. The more that you can help them get a real feel for what it is like to have a job like yours, the more they -AND YOU - are likely to enjoy your visit.

We know you will enjoy your visit - WE'RE LOOKING FORWARD TO HAVING YOU VISIT WITH US AND TELL US ABOUT YOUR JOB.

INGLEWOOD UNIFIED SCHOOL DISTRICT

401 SOUTH INGLEWOOD AVENUE - INGLEWOOD, CALIFORNIA 90301
ORCHARD 3-3110 . . . . . OREGON 8-3781

Dear

Two classes of tenth grade students, one at Inglewood High School and one at Morningside High School, are participating in a special instructional program called "Project BITE" (the acronym for Business-Industry-Training-Education). This program is designed to give students who have not made a career-occupational choice an awareness of the many ways people earn a living and contribute to our way of life.

You can participate and make this instructional program realistic and meaningful to our combined group of 50 students (and two teachers) by arranging a guided tour of your facilities. This tour would allow our group to see your people at work, observe the various kinds of work they do, and give you an opportunity to explain the contributions your organization makes through products and services to the world of work.

This tour would not be time consuming. In order to fit into our school schedules, the tour should be arranged between the hours of 1:00 p.m. and 2:15 p.m.. During the week of _____ our students will be studying a unit on _____. Would it be possible for you to arrange a tour of your facilities for our group on Thursday, _____? Bus transportation will be provided for the students.

Your participation in this program will indicate a real Business-Industry-Education partnership and make a meaningful and realistic contribution to our students.

Your immediate response is requested so that we can 'plan ahead' for our instructional program. Your response or questions may be given to either of us.

Sincerely,

SAMPLE - FORM OF LETTER SENT OUT TO ESTABLISH FIELD TRIPS

Martha Morales
Inglewood High School
231 South Grevillea Avenue
Inglewood, CA 90301
674-8520

Kenneth Roberts
Morningside High School
10500 Yukon Avenue
Inglewood, CA 90303
671-8251.

INGLEWOOD HIGH SCHOOL

231 SOUTH GREVILLEA AVENUE • INGLEWOOD, CALIFORNIA 90301
ORCHARD 3-3110 . . . . . OREGON 8-3751

Project BITE
October 7, 1977

Mr. Curtis Tucker
California State Assemblyman
Inglewood City Hall
1 Manchester Boulevard
Inglewood, California 90301

Dear Mr. Tucker:

Thank you so kindly for being the first Speaker for our new program Project BITE. The fact that you consented to come at all on such a short notice was in itself outstanding.

We have discussed in detail the support service jobs that you identified for us and the students as well as we teachers were greatly benefitted in our Unit of study on Business and Office Occupations.

May you experience much success in all of your personal endeavors.

Sincerely,

Mrs. Martha Morales
Inglewood High School
231 South Grevillea Avenue
Inglewood, California 90301
677-9589

Mr. Kenneth Roberts
Morningside High School
10500 Yukon Avenue
Inglewood, California 90301
671-8251

MM/wl

SAMPLE - FOLLOW-UP LETTER TO RESOURCE PERSON

INGLEWOOD HIGH SCHOOL

231 SOUTH GREVILLEA AVENUE - INGLEWOOD, CALIFORNIA 90301
ORCHARD 3-3110 . . . . . OREGON 8-3731
Project BITE 674-8520

October 21, 1977

Mr. Koeller, General Manager
Sears, Roebuck & Co.
500 E. Manchester Blvd.
Inglewood, CA 90301

Dear Mr. Koeller:

Thank you so kindly for taking time out of your busy schedule to show our students the operations of one of the country's largest Marketing firms. The tour of your store added greatly towards the total understanding of that unit of study.

May we ask that you contact us if ever you have a need for student workers as our students are always in need of jobs.

Thanks again for being the kind of company that any school can be proud to claim as a neighbor.

Sincerely yours,

Martha Morales

Mrs. Martha Morales, Coordinator
Inglewood High School

Kenneth Roberts

Mr. Kenneth Roberts, Coordinator
Morningside High School

MM/jr

SAMPLE - FOLLOW-UP LETTER ON FIELD TRIP

APPENDIX E

DISSEMINATION OF PROJECT INFORMATION AND REPORT

DISSEMINATION OF INFORMATION AND REPORTS

During the 1976-1978 period of time, the project staff members made a number of informal presentations covering the project intent and operation to small groups of business-industry-community leaders as well as vocational teachers, directors and school administrators. The staff was also involved in answering inquiries made by letter and telephone call.

A report on the project was made on March 9, 1978 during a section meeting at the Annual Conference of the Bureau of Industrial Education held in Los Angeles, California. This section meeting featured Martha Morales and Kenneth Roberts, BITE teacher-counselors, and Walter Cruz, Supervisor of Vocational Education, Inglewood Unified School District. A flyer distributed to publicize this meeting is included in this report (see p.E-3).

A copy of the Final Project Report was sent to Dr. James Crandall, Consultant, Vocational Research and Program Development, California State Department of Education, prior to March 31st in order to meet project requirements. Duplication of the report for general distribution was initiated before the termination of the project, but was delayed because of production schedule for duplication. The final report was distributed as follows:

50 copies - State Department of Education

10 copies - Inglewood Unified School District

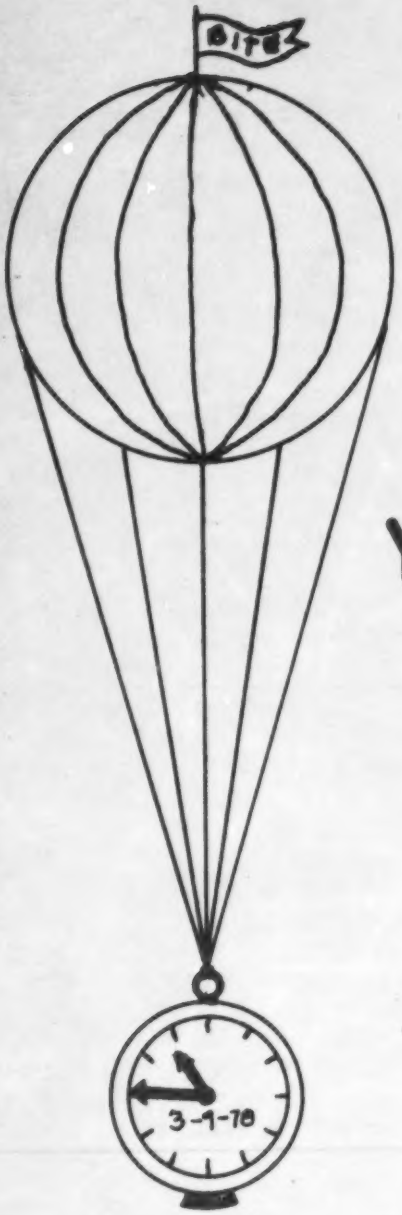
20 copies - Management Council for Merit Employment, Research and Training

25 copies - Industry-Education Councils of California

15 copies - Advisory Committee Members and Teacher-Counselors

5 copies - Third Party Independent Evaluator

25 copies - Staff and Project BITE files (U.C.L.A.)



1978 ANNUAL CONFERENCE ON INDUSTRIAL EDUCATION

LOS ANGELES AIRPORT SHERATON HOTEL

THURSDAY, MARCH 9, 1978.....10:45 - 11:45 A.M.

COME TO THIS IN-SERVICE SESSION IN THE RIO ROOM

HIGH TIME

YOU FIND OUT WHAT

PROJECT BITE*

IS ALL ABOUT

PRESENTORS

WALTER CRUZ, DIRECTOR OF VOCATIONAL EDUCATION
INGLEWOOD UNIFIED SCHOOL DISTRICT

MARTHA MORALES, 'BITE' TEACHER-COUNSELOR
INGLEWOOD UNIFIED SCHOOL DISTRICT

KENNETH A. ROBERTS, 'BITE' TEACHER-COUNSELOR
INGLEWOOD UNIFIED SCHOOL DISTRICT

AND SOME VERY SPECIAL PEOPLE

* PROJECT BITE.....AN ACRONYM FOR BUSINESS-INDUSTRY-TRAINING-EDUCATION

PROJECT BITE..."THE EFFECT OF CAREER AWARENESS AND CAREER EXPLORATION COUNSELING ON THE VOCATIONAL CHOICES OF INNER-CITY HIGH SCHOOL STUDENTS"

J. LYMAN GOLDSMITH, PROJECT BITE DIRECTOR